

# **HANDS ON**

## **Functional Activities for Visually Handicapped Preschoolers**

*Project Authors*

**JENNIFER O. GUELDA**

**KATHERINE B. ROBINSON**

Copyright © 1991  
All rights reserved

*American Printing House for the Blind  
P.O. Box 6085  
Louisville, KY 40206-0085*

HV1661  
.G84  
1991

---

**APH Staff:**

Sheri B. Moore, Project Director

Karen J. Poppe, Editor

Layout & Design

Project Assistant

Tobey T. Burton, Cover Design

Project Assistant

Frederick Otto, Project Assistant

Tom Poppe, Illustrator/Pattern Maker

**Hands On: Functional Activities for Visually Handicapped Preschoolers**

Copyright ©1991

American Printing House for the Blind

---

---

## CONTENTS

ACKNOWLEDGEMENTS .....	iii
FOREWORD .....	v
INTRODUCTION .....	1
OVERVIEW OF ACTIVITIES .....	9
ACTIVITY SECTION .....	15
PRELIMINARY ACTIVITIES .....	17
DRY TRANSFER .....	21
WET TRANSFER .....	35
STRINGING .....	47
FOLDING .....	55
CLIPPING .....	59
TWISTING .....	65
SORTING .....	81
CARE OF THE PERSON .....	89
CARE OF THE ENVIRONMENT .....	101
FOOD PREPARATION .....	115
WORK BENCH ACTIVITIES .....	125
ART .....	135
GRACE AND COURTESY .....	145
APPENDIXES .....	157
APPENDIX A: GLOSSARY TO "SKILLS AT A GLANCE" .....	157
APPENDIX B: LETTER TO PARENT .....	161
APPENDIX C: RECORD KEEPING CHART .....	165
APPENDIX D: HARD-TO-FIND ITEMS .....	169
APPENDIX E: FURTHER READING .....	173
APPENDIX F: MONTESSORI RESOURCES .....	177





## ACKNOWLEDGEMENTS

The authors and the staff at the American Printing House for the Blind would like to acknowledge the individuals and agencies who contributed to *HANDS ON: Functional Activities for Visually Handicapped Preschoolers* by participating as:

### Formative Evaluators:

Melinda Adkins, Visually Impaired Preschool, Louisville, KY.  
Patty Dilg, Kentucky School for the Blind, Louisville, KY.  
Venus Elder, American Printing House for the Blind, Louisville, KY.  
Pauletta Feldman, Visually Impaired Preschool, Louisville, KY.  
Diane Haynes, Kentucky Deaf/Blind Intervention Program, Louisville, KY.  
Jeannette Jacobs, Jefferson County Public School, Louisville, KY.  
Debbie Ramsey, Jefferson County Public School, Louisville, KY.

### Teacher Field Evaluators:

Debbie Alvarado, Dallas Services for Visually Impaired Children, Dallas TX.  
Sandy Bryant, Governor Morehead Preschool for the Visually Impaired, Raleigh, NC.  
Martha Chambers, New Mexico School for the Visually Handicapped, Albuquerque, NM.  
\*Phyllis A. Cole, DeKalb County School System, Atlanta, GA.  
\*Carol Danielson, Dallas Services for Visually Impaired Children, Dallas, TX.  
\*Sally Dietz, Lighthouse for the Blind, New York, NY.  
\*Betty Dominguez, New Mexico School for the Visually Handicapped, Albuquerque, NM.  
Julie Founder, Alabama School for the Blind, Talladega, AL.  
J. Greeley, Anchor Center for Blind Children, Denver, CO.  
\*Sandra Handy, Utah School for the Blind, Ogden, UT.  
Barbara Hadfield, Utah School for the Blind, Ogden, UT.  
\*Debbie Hatton, Preschool Services for the Visually Impaired, Raleigh, NC.  
Judy Hayes, Alabama School for the Blind, Talladega, AL.  
Betty Knight, Alabama School for the Blind, Talladega, AL.  
Camille Lancaster, Governor Morehead Preschool for the Visually Impaired, Raleigh, NC.  
Eileen Mauerman, Utah School for the Blind, Ogden, UT.  
Susie Moushegian, Dallas Services for Visually Impaired Children, Dallas, TX.  
Marianne O'Conner, St. Lucy's Day School, Philadelphia, PA.  
Kathy Peterson, New Mexico School for the Visually Handicapped, Albuquerque, NM.  
Maureen Ryder, Lighthouse for the Blind, New York, NY.  
\*Kathy Scott, Capital Area Intermediate Unit, Summerdale, PA.  
Charlyn Sirman, DeKalb County School System, Atlanta, GA.  
Rose Anna Stillwagon, Capital Area Intermediate Unit, Summerdale, PA.  
Ann Timashenka, Capital Area Intermediate Unit, Shiremanstown, PA.  
\*Martha Waites, Alabama School for the Blind, Talladega, AL.

\* (Selected the participating teachers at the site; did not actually field test in a classroom setting.)

## **Expert Reviewers:**

Special thanks to four-year-old Scotty Moore for posing for the photographs which later served as models for the line drawings of many of the *HANDS ON* activities.

## FOREWORD

My blind son Jamie, who is now almost six years old, attended Kenwood Montessori Preschool in Louisville, Kentucky from the ages of three through five. His experiences and those of his teachers at Kenwood became the basis for this manual.

When it was time for Jamie to enter preschool, I visited several schools to observe and talk to teachers. There were schools that would not consider having a blind student. There were others which were willing to try. But in general, the schools I visited seemed to me to be "impoverished," especially for a blind child. I felt that they did not offer enough hands-on, practical learning opportunities and they seemed to be so visual in orientation.

From what I knew about Montessori education, I thought it might be perfect for Jamie's needs. Originally, Dr. Montessori had developed her teaching methods and materials for handicapped children. I loved the philosophy that the hand informs the mind, that play is the work of the child, and that the child grows through the *process* of performing a task. In the Montessori classroom, children did not just pretend to go about the activities of cooking, cleaning, and caring for themselves and their environment; they actually did these things, from all sorts of washing jobs to preparing foods for snacks and special occasions. The classroom was continuously evolving according to a carefully planned sequence; activities were always being enhanced so that they did not become boring, and instead became more challenging and enabled the children to build and expand their skills.

I contacted Kenwood Montessori, where Jennie Guelda and Lenore Crenshaw were teachers and co-directors. They were very excited about the prospect of having a blind child in their class and saw it as a learning opportunity, both for themselves and for the children of the school. They came to our home to meet Jamie on his "own turf" and we began brainstorming about how to make his school experiences successful. They set aside a week before the start of school for Jamie to come for a short period each day to become oriented to the classroom and for them to observe his interests and special needs as a blind student. I attended also, so that they could see how I worked with Jamie. Eventually, I became a teaching assistant at the school.

Kaki Robinson, who was a friend of Jennie's and had been a Montessori teacher for 20 years, was working on her Masters Degree during Jamie's first year at Kenwood. She wanted to do a research project on adapting Montessori methods and materials for the blind child and Jamie became her "guinea pig." Every Tuesday, Kaki would show up at school with great new activities that she had adapted especially for Jamie and would work with him tirelessly and oh, so patiently. Even when her research project was completed, Kaki continued to come to school each Tuesday to work with Jamie. She became a very special friend.

Many of the activities in this manual were favorites of Jamie's. They were also favorites of many of the children in his class. They are filled with natural appeal for children, because they satisfy their desires for independence and self-perfection. The children would perform these tasks again and again, each time becoming more self-confident, more skillful, more self-directed.

They are not activities that must be done by the child in isolation from other children. Many lend themselves to small group or side-by-side play. However, I feel that it is important to remember that

the blind child, just as any child in a class, should have the opportunity to work alone at times, and to concentrate on a task without interruption from others. This is a way the child can experience his own mistakes, correct them himself, and become independent.

Finally, the activities are great for parents to do at home with their child, since most are made up of simple, easy-to-find, inexpensive items.

During Jamie's preschool years, I was fortunate enough to be able to be there everyday to see him grow and progress. For all of us, teachers and mother and child, the years at Kenwood provided wonderful opportunities for creativity and adaptability. We all learned a great deal together! I hope our experiences will benefit you and your children.

Pauletta Feldman  
February, 1990



## ***INTRODUCTION***

The young child's most important goal is to become independent. As adults in the lives of visually impaired children we can help a child learn either dependence or independence. For any child, sighted or not, the daily living activities provide sequential, individual work that will help the child become independent. The philosophy in this manual comes from Dr. Maria Montessori and from our experience with a blind preschooler mainstreamed into a classroom of 25 children ages 3-6.

The Montessori Daily Living activities in this manual are a guide to encouraging students to function independently in the classroom or at home. The work is presented sequentially, beginning with jobs such as pouring with beans and progressing to more complicated tasks such as preparing snacks and washing the dishes. The careful demonstration of these activities helps the child develop a sense of order, a positive self-image, concentration, coordination, and visual motor coordination, it helps the child learn to complete a cycle of activity as well. These activities can easily be incorporated into any early childhood setting and are appropriate for the following populations: preschool children, kindergarten children, totally blind children, children with low vision, sighted children, hearing impaired children, mild or moderately mentally handicapped children, and children with behavior disorders.

### ***The Classroom or Playroom***

During the normal course of a day in the Montessori classroom, the children will move freely from center to center. The classroom has child-size furniture and low shelves for the work. This allows the child to make choices and promotes independence.

In order to maintain predictability about the room, there are three things to be remembered. The first is the division of the room into areas. The classroom is divided into centers and the room at home is divided into play space, sitting space, etc. Secondly, the activities should have a definite place on the shelf. This helps the child choose work more easily. The activities on the shelves should be placed according to the sequence of materials as given in the outline that follows. They should go in a left to right, top to bottom fashion. On the top shelf could be stringing work starting with pole stringing on the left, large beads next, small beads and macaroni on the right. Though the individual activities will change, it helps for the child to know that the top shelf will always have stringing activities or that the bottom shelf is for art activities. Thirdly, the individual jobs themselves should be organized so there is a left-to-right and a top-to-bottom progression. An example of this is a polishing job. The mirror is first, then the spray bottle, then the polishing cloth arranged in the order of work. The left-to-right sequence is indirect preparation for reading and writing.

### ***Sense of Order***

When setting up daily living activities, the adult needs to be aware that the purpose of these is not just learning specific skills, but guiding the child towards more general skills that will help her develop as a successful person. Children are constantly making predictions about their environment based on past experience. This is why the young child likes the security of predictability, whether it

is the same story at bedtime or the same routine at school. This is particularly vital for a visually impaired child who needs consistency for orientation and her mobility.

### ***Concentration***

These activities are designed to help children develop their attention span and the ability to concentrate. The child should be allowed to do the work for as long as he wishes. The more interested he is in the work, the longer he will attend to it. The young child is more interested in process rather than product and will cheerfully wash the same dish many times. Some of the activities require deep concentration and all are designed to capture his interest. If a child appears to be having trouble concentrating on a given task, first check to see that his body is in a stable position and that he is sitting straight in the chair with his feet touching the floor.

### ***Coordination and Movement***

Improved coordination is another result of daily living activities. Any activity that we create for children should be appropriate for their age and for their functional development. Dr. Montessori refers to sensitive periods which all children experience. Sensitive periods are those times in children's lives when they are more ready to learn or practice a given skill. It is our task as adults to observe the children and to match an activity with their developmental needs. Any activity that the child repeats can signal a sensitive stage. One important and lengthy period is the sensitive period of movement, which begins before birth and goes to about age six. Montessori says, "Children are . . . at an age when they are greatly interested in movement and seem to be anxious to learn how they should move about. They are passing through that epoch of their lives when they become masters of their own actions." The children learn to go from random movements, such as kicking their legs in the crib, to efficient and purposeful movements, such as walking. Coordination generally progresses from large to small motor development. The early activities require the use of big objects or using a utensil. As the children move through the sequence, they gain mastery over their body movements.

### ***Daily Routines***

Generally, the class starts with a group presentation of new work. This is followed by the free choice period. At the end of the day there is another group for songs, stories, games, etc. followed by large motor play.

### ***Independence***

The primary goal of daily living activities is to help the children become independent. Not only will they be able to dress themselves, wash dishes, and fix a snack, but they are on the way to becoming an independent learner who can make choices, complete an activity, and function without adult interference. Independence allows children to feel good about themselves and take pride in their work, because they know it is solely theirs. As adults, we need to give children the privilege of working through something for themselves. A good rule of thumb is never do for children what they



can do for themselves. If your help is needed, it is important to aid them, but do not do it for them. Independence has a snowballing effect that becomes a motivating force in further learning.

## *Socialization*

The daily living activities' primary function is to enable the child to be successful and to develop motor skills and abilities that will eventually lead to group or community activities. This work is also designed to develop concentration so that interaction takes place with the materials and not with friends. However, many of these activities can be done side by side so that there is verbal interaction going on simultaneously.

While daily living is primarily individual, there is always maintained an awareness of respect for the group. For example, when showing a child how to clean up after an activity, the teacher says: "This will make it ready for the next person." This gives the child a sense of responsibility to the group. Care of materials and the environment encourage the sense of community. Other activities such as grace and courtesy help a child to function politely and respectfully towards others. In addition certain activities such as making applesauce, soup, salad, etc., lend themselves to group activities.

## *Preparing Activity Guidelines*

*Stability.* When organizing an activity, there are principles which should be remembered. It is important that the activity is stable. Trays should have sides, and containers can be made stationary by using Velcro. A dish is more secure if the Velcro is fastened on two edges rather than in the middle. The trays made by the American Printing House for the Blind (APH) are excellent for many of these jobs. Broad-based containers are more stable than narrow ones. The tray could be backed with a non-skid material such as dycem which is available from drug stores to prevent its moving. The work should be designed to give the child success.

*Emphasize a Single Skill.* Each job should require only one skill from the child. Pouring, for example, may be made more difficult by using different sized pitchers, but the work only asks the child to pour.

*Emphasize Left-to-Right Progression.* A general guideline for setting up any of these activities is to not only set up the work so the child will proceed from left to right, but reinforce this verbally during the initial presentation by consistently directing: "Let's begin with the bowl on the left" or "Let's look at what's on the left side of the tray."

*Sequence.* The work is sequenced to increase in difficulty as the child is ready. The concept of sequence is probably the most important in insuring success for a child. Because development progresses from large motor to small motor development, use of large objects would be easier than small objects. A child needs to be successful at a simple task before working her way through more complex tasks. One intermediate step is work that involves a simple combination of skills. For example, after a child is successful with both spooning and pouring, one activity might be spooning

corn from a bowl into a pitcher then pouring the corn back into the bowl. A student can then go on to complex tasks such as clothes washing or food preparation. The activities in the manual are listed in sequence; any prior learning is indicated under "Earlier Work." In general, the sequences progress from simple to complex, larger to smaller, and from the use of one dish to the use of many.

**Appeal.** All work should have a lot of interest and as Montessori says, "Call to the child." For low vision children the equipment should have a strong color contrast and bright, visible colors should be used. The work should also have added interest by incorporating different sounds, touches and aromas. Corks, bells, beads, shells, marbles, nuts, pasta, rice, and beans can be used for pouring, spooning, etc. They all have different textures and sounds when being poured. This appeal should invite the child to repeat the work over and over again. It is through repetition that the child masters this task.

**Assure Success.** The activities should be made so that the child can be successful. Before showing the child any work, be sure to work through the activity yourself, preferably blindfolded so that any problems can be worked out. Some things to think about are (a) the weight of the work, (b) the size, and (c) the positioning of the child in relation to the activity.

**Activity Checklist.** The following is a list adapted from Sonja Donahue, a Montessori teacher in Arlington, VA. Before showing an activity to the child or adding it to the classroom, it is a good idea to run through this checklist.

1. *Manageability:* Do the materials do the job, and is it easy to handle?
2. *Good looks and appeal:* Is it attractive? Does one want to handle it? Does it have strong contrasting colors?
3. *Proportions:* Does it fit the child's hands? Is there adequate work space? Do the parts fit with each other?
4. *Completeness:* The work should have all the essential ingredients and no more. Are they in good repair? Is there a way to get rid of disposable items?
5. *Control of error:* Is there concrete, built-in feedback that helps the child be successful?
6. *Safety and respect for tools:* Are the substances non-toxic? Is the material free of splinters or nicks? Are the tools appropriate and is the child instructed in safe use?
7. *Interest:* Does it arouse curiosity and concentration? Does it provide a challenge?
8. *Cleanliness:* Is it clean? Can it be washed? Does it meet common sense health requirements?
9. *Availability:* Can the parts be easily replaced?

10. *Readiness*: Does the work meet the child's needs and development level?
11. *Work potential*: Does it encourage repetition by the child? Does it promote independence? Does it aid the child in matching her movements with the purpose?
12. *Sequence*: Does it allow for step progression within the activity? Is there a beginning, a middle, and an end to the work?
13. *Organization*: Have the task and materials been analyzed to encourage self-learning through manipulative activity?
14. *Adaptability*: Can the activity be changed to be more simple or difficult? Can it lead to real life application?
15. *Quality*: Are the raw materials well made and durable?

*Roles of the Adult.* The adult is the dynamic link between the child and the environment. Five roles will be described separately, but the adult embodies all of them simultaneously and there is a constant shift from one to another.

1. *Planner*: The task here is to plan activities according to the Preparing Activities Guidelines and checklist above. In addition, the physical space needs to be planned. Should the table be next to the shelf? Where is the water supply? Etc.
2. *Demonstrator*: (See "Principles of Presenting Work" on page 6.)
3. *Childwatcher*: This is the key work of the adult. Careful observation needs to be done on both the child and the child with the activity. Observation sheets can be stationed in various locations where the adult can find the child's name and jot down important discoveries, abilities or difficulties. It is important to notice the child's development, any particular difficulties the child might be having and any difficulties the work might be giving.
4. *Evaluator*: After careful observation, the adult then tries to determine the causes of problems and how to remedy them. For example, a particular child might have trouble stringing. Is this because the string is too flimsy? Once this has been determined, then the process begins all over again with planning, demonstrating, etc.
5. *Stimulator*: The specific activities in each area (stringing, spooning, twisting) will change throughout the year. The teacher will rely on her observation of the individual child's success with them, as well as his interest in the jobs that are out on the shelves. When they start gathering dust consider them dead. At that point either change the objects or the containers or perhaps add a degree of difficulty (sorting 5 instead of 3, stringing smaller beads, pouring small objects). Once certain skills are well mastered, try combining skills: pouring beans into a bowl and spooning them back. Helping the child generalize new skills to other situations is also helpful. For



example, can the child manipulate door knobs after learning to twist bottle tops in the classroom? Some work will only be interesting for two or three weeks; other jobs will get a lot of use all year. Holiday themes usually always add new interest: scrub pumpkins, pour jingle bells, sort hearts, or scoop plastic Easter eggs.

## *Principles of Presenting Work*

*Choosing Work.* In a classroom, sighted children can walk around and visually scan the shelves before choosing the work that appeals to them, but it may be necessary to assist the blind or low-vision child with a memory search of what work is out and available. Sit with him and describe the classroom for him: Samantha is washing dishes, Scotty is pouring bells behind us and Jeremy is standing looking at the stringing shelf. Ask him to think of a friend and you'll tell him what he is doing. Then challenge him to think of three or four activities that are in the classroom. If he doesn't take the initiative to choose, then narrow it for him: "Which job shall we get, hammering tees or spooning rainbow balls?" If there is time and available personnel, take the child through a tactile review of the shelves. There may be times when one teacher will wish to show the child specific work. Afterwards the child can return to free choice.

*Introducing the Work and Its Parts.* With any activity the first step will be to show the child the work through a systematic and precise description. Even though the child does not yet understand left from right, a gradual understanding will evolve when these terms are used. An example would be discussing the work of stone transfer, which has a tray with two bowls, one filled with smooth stones. With the child's right hand explore the outside of the tray, saying, "This is the tray." Then touch the left bowl saying, "This is the left bowl and it is filled with stones"; then feel the stones. Continue to guide the child's hand to the bowl on her right, saying, "This is the right bowl and it is empty." All work should go from left to right as this is preparation for reading and writing.

*Walk the Child Through.* After the child has had the opportunity to explore the work, she needs to be taken through it step by step. It is important to remember to use key sentences or phrases. Too much explanation confuses and distracts the child. It is enough to put your hands over his and say, "Put your right hand on the handle and put your left hand below the spout." Vague terms like "here" and "there" should be avoided. When you find yourself using them it can be a cue to provide some descriptive phrases such as: "... here, on the right" or "There, behind the bowl." Your movements when taking the child through the work should be slow and even. It helps to pause between each step. Pick up the pitcher [pause], take it over the bowl [pause], center it [pause], tip it carefully [pause]; then pour [pause]. A child may need to be "walked through" several times. Sometimes he only needs verbal coaching: "You look like you're ready to rinse those dishes."

*Completion of Activity.* When showing a child how to do work, be sure to model completing the activity and leaving it the way it was found. This is important for two reasons. The first is that the child understands there is an ending to the work. Secondly, this helps the child become aware of others as the job is "made ready for the next person."

Three Period Lesson. In helping the child learn the names of things we use the "three period lesson." The first step is to name and identify two items. Secondly, ask the child to find one of the two, pick it up, hand it to you, or put it in her lap. The third and final step is to ask the child to tell you the name. If she cannot do this, go back to step one. It helps to start with things that the child can name and add the new items one at a time.

Sit on Hands. The hardest thing for the adult to do is to watch a child struggle. The natural reaction is to step in and help. The child *needs* to work it out for himself. It is his privilege; to help is robbing him of his chance for self-discovery. If it is truly his work, then he can be proud. Only assist if he asks for help and then provide minimal guidance. Sometimes just a word or suggestion is sufficient. If the work is too difficult, it is better to suggest calmly that it be put back and something else be chosen.

Ways to Correct. If it is necessary to correct a child, try to do it positively. Rather than say "You made a mess," suggest that she clean up the spill with a sponge. When a child's behavior with any part of a job is inappropriate, step in and simply say, "Let me help you learn how to do this work," or "May I have a turn with you?" Go over the introduction. She may not be capable of performing the task that day or may not be developmentally ready to be left alone. There are times when the work may be a real mess and it is perfectly all right to remove the work from the child-- why punish an uninterested child? Inform the child that you can tell she is finished with that work as you return it to the shelf. She is then given the chance to choose other work.












## OVERVIEW TO ACTIVITIES

### Sequence of Activities

The following is an outline of the sequence of activities listing the tray suggested and the materials needed for each. (Use page 11 for as a reference to the trays.) The tray suggestion is just that--a suggestion. Substitution of other trays will encourage problem solving on the part of the child and add variety to a given activity. The following list can also serve as a "shopping list" as you begin to collect needed materials.

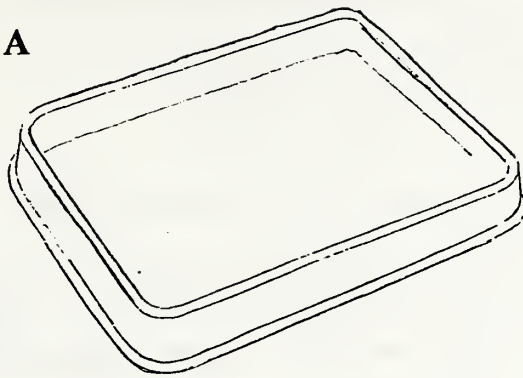
Activity	Tray	Materials
 PRELIMINARY ACTIVITIES		
Carrying Work To and From a Shelf	Any	Shelf
Moving a Chair, Sitting and Rising	N/A	Chair; table
 DRY TRANSFER		
Dry Exploratory	A	Large bowl; smooth stones
Use of Hands	B	Stones
Use of Scoops	C	Dried beans; scoop
Use of Spoons	C	Unpopped popcorn; small spoon
Use of Ladles	N/A	Two large buckets; tennis balls; large ladle
Dry Pouring	N/A	Two buckets with spouts; water-filled plastic ice cubes
 WET TRANSFER		
Wet Exploratory	B	Dishpan; water; manipulative items (e.g., baster, sponge, etc.)
Use of Sponges	C	Water; sponge; towel
Use of Basters	A	Coffee cans; water; baster
Use of Eyedroppers	C	Eyedropper; water; sponge
Wet Pouring	B	Counter top next to sink; large pitcher; dishpan; apron; sponge
 STRINGING		
Bracelets	A	Arm bracelets; bowl
Beads on a Pole	E	Wooden beads
Bead Stringing	B	Rope; beads
 FOLDING		
Socks	B	Several pairs of socks
 CLIPPING		
Large Clothespins	E	Clothespins; small sock
Paper Clips	F	Cardboard squares; paper clips
 TWISTING		
Use of Whisks	A	Bowl; water; whisk or eggbeater; sponge
Jars and Lids	F	Jars or bottles with screw-on lids
Large Nuts and Bolts	F	Nuts and bolts; wooden board with holes
Nutcracking	F	Twist-type wooden nutcracker; peanuts in shells; two bowls
Locks and Keys	B	Lock and key
Flashlight Assembly	F-insert	Flashlight; batteries
Crushing	C	Cheerios; small scoop; mortar and pestle

## Sequence of Activities (Continued)

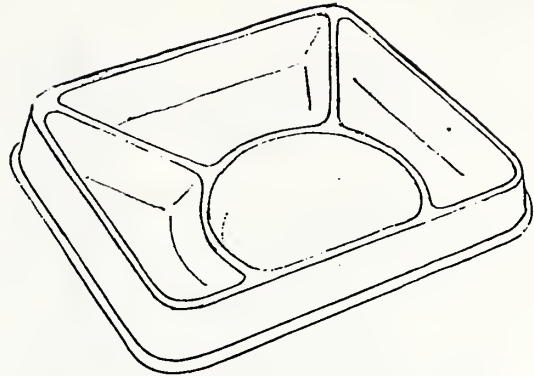
Activity	Tray	Materials
 <b>SORTING</b>		
Sorting by Shape	D	Three each of three different shaped plastic water-filled ice cubes
Sorting by Size	D	Three each of three different sized washers
Bagging and Boxing	B	Three paper bags of varying sizes; three items suitable for each bag.
 <b>CARE OF THE PERSON</b>		
Combing Hair	N/A	Comb and brush (One for each child.)
Hand Washing	N/A	Apron, bowl; pitcher; soap; soap dish; sponge; paper towel
Brushing Teeth	F	Toothbrush; false teeth; toothpaste; small pitcher; paper towel; sponge
Hanging Up Garments	N/A	Garments; hook
Dressing	N/A	Clothing with various types of fasteners (e.g., zipper, buttons, etc.).
 <b>CARE OF THE ENVIRONMENT</b>		
Using the Hand for Sweeping	N/A	Cup; aquarium gravel
Dusting	N/A	Dust cloth or mitt
Polishing	F	Small mirror; water or glass cleaner; paper towel; sponge
Scrubbing	A	Dishpan; pitcher; soap; scrub brush; towel; sponge; pumpkin
Dish Washing	N/A	Set of dishes; 2 dishpans; pitcher; drainer; soap; sponge; dish-cloth; towel; apron
Table Setting	N/A	Placemat with sandpaper silhouettes; utensils; napkin; plate; glass; mini-picnic basket
 <b>FOOD PREPARATION</b>		
Preparing an Individual Snack	N/A	Snack preparation table; snack table; dishwashing setup
Preparing and Serving	A	Large bowl; 2 small bowls; variety of utensils; food (e.g., apples)
Preparing a Communal Meal	N/A	Hand washing station; food preparation table; dish washing station
 <b>WORK BENCH ACTIVITIES</b>		
Sanding	B	Block of wood; square of sandpaper
Hammering	D	Clay; wooden golf tees, mallet
Screwdriver	F	Tool set with screwdriver; wood with predrilled holes
Wrench	A	Open-end wrench; nut and bolt board; nuts and bolts
 <b>ART</b>		
Playdough	B	Playdough; assortment of tools (e.g., rolling pin, scoop, etc.)
Pasting	F	Paste jar; washcloth; sandpaper shapes
Punching	B	Cork or carpet; paper; stylus
Crayons and Pizza Screen	N/A	Paper; crayons; pizza screen
 <b>GRACE AND COURTESY</b>		
Greetings and Introductions	N/A	
Sharing and Borrowing	N/A	Any object to be shared or borrowed between classmates
Asking for Help	N/A	
Blowing the Nose	N/A	Tissues; trashcan
Coughing	N/A	

## APH Trays

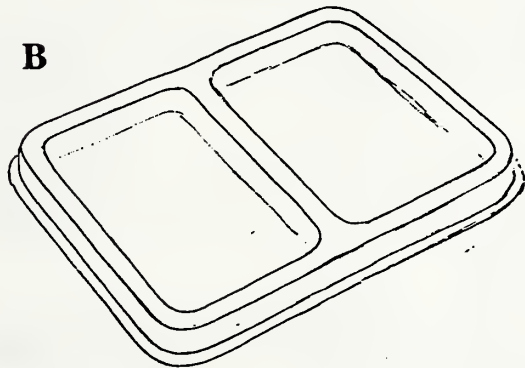
**A**



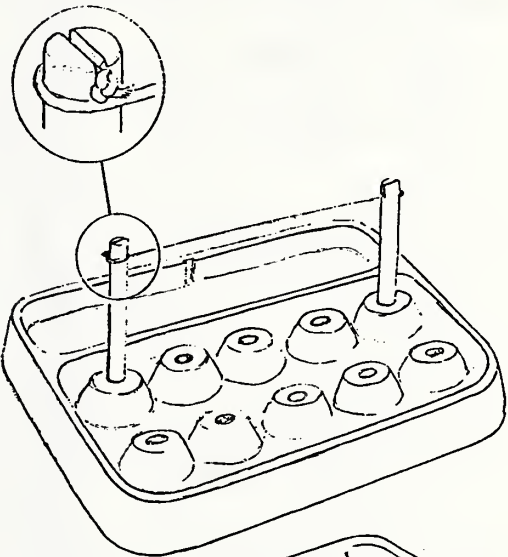
**D**



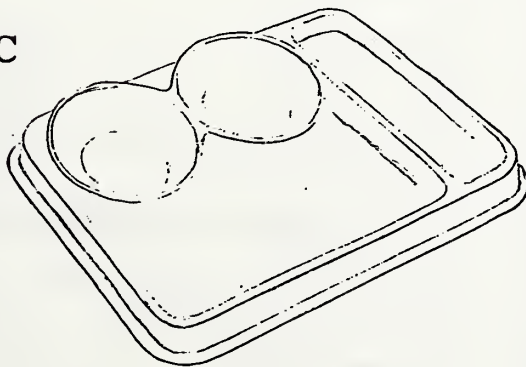
**B**



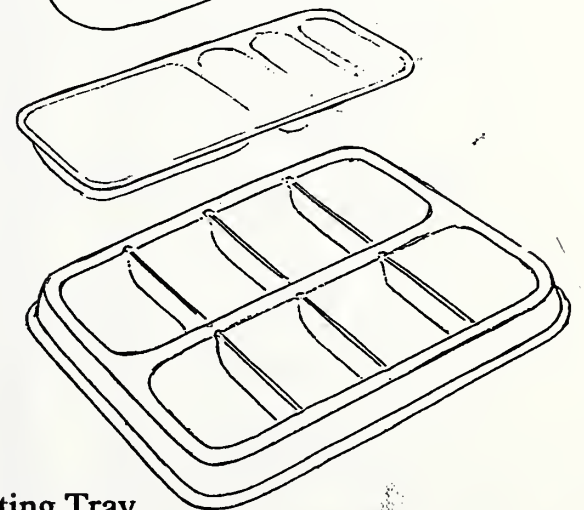
**E**



**C**



**F**



**A = Work Tray**  
**B = Two-Section Tray**  
**C = Bowl Tray**

**D = Sorting Tray**  
**E = Stringing Tray**  
**F = Multi-Section Tray with  
Flashlight Insert**



## Activity Categories

<b>MATERIALS</b>	The necessary items.
<b>EARLIER WORK</b>	Prerequisite skills needed.
<b>PROCEDURE</b>	A description of how to show the work to the child.
<b>POINTS OF INTEREST</b>	Anything that may capture the child's attention.
<b>VISUAL ADAPTATIONS</b>	Ways to enhance the activity for the low vision child.
<b>VARIATIONS</b>	Activities that are variations on the theme.
<b>EXTENSIONS</b>	Activities using one or more of the materials in a completely different way.
<b><i>LANGUAGE</i></b>	Vocabulary building.
<b><i>MATH</i></b>	Counting or adding.
<b><i>SCIENCE</i></b>	Using the material to help understand the natural world.
<b><i>GEOGRAPHY</i></b>	Use of the material in learning about other countries or about water or land.
<b><i>SENSORIAL</i></b>	Using any of the five senses.
<b><i>ART</i></b>	Using the materials creatively.
<b><i>MUSIC</i></b>	Songs related to the activity or materials used in the activity.
<b><i>BOOKS</i></b>	Books related to the activity or the objects used in the activity.
<b><i>GAMES</i></b>	Informal activities to promote socialization.
<b><i>DRAMA</i></b>	Pretend play related to the activity.
<b>PROBLEM SOLVING</b>	Used to further the child's concept of the materials by asking questions requiring flexible thinking, or it is used as an extension for using the materials in a more open-ended way.

## Skills at a Glance

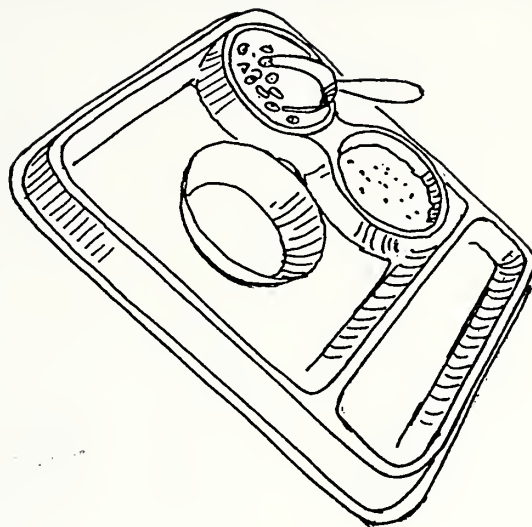
The purpose of the following chart is twofold:

- 1) to detail the skills and concepts addressed by the various activities
- 2) to assist in the selection of the most appropriate activities based on the child's individual needs.

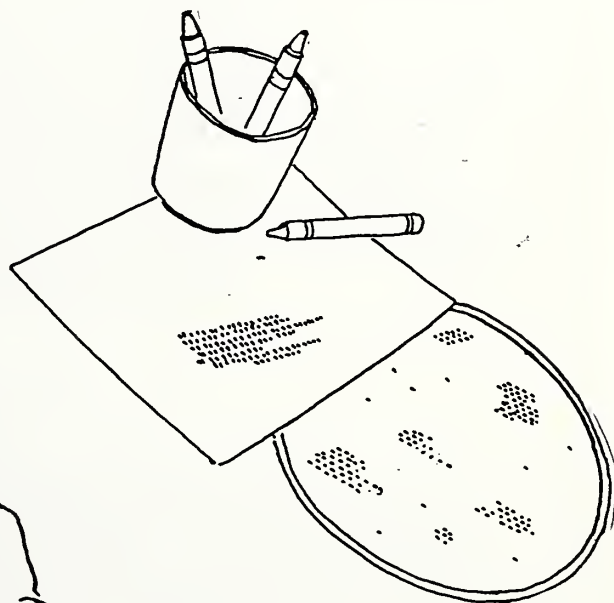
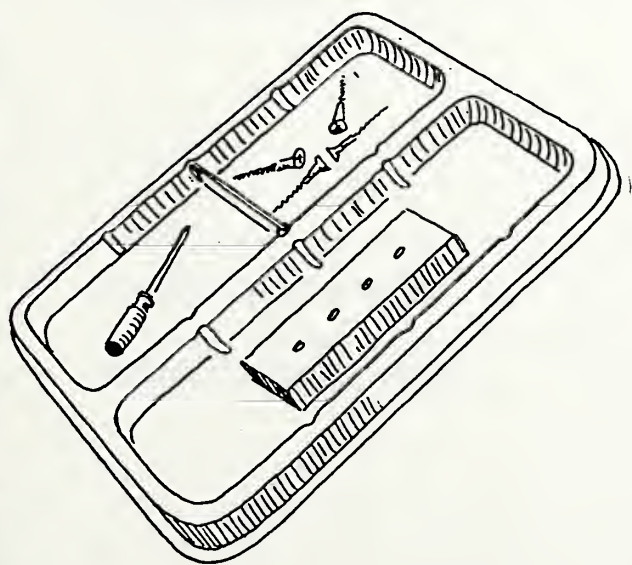
	P	↔	≡	~	/	📎	🌀	🎯	😊	🏠	🍎	🔧	🔪	👁️
<b>SELF HELP</b>														
Dressing					●				●		●			
Eating											●			
Grooming									●					●
<b>COGNITIVE DEVELOPMENT</b>														
Body Awareness	●	●		●	●	●	●		●	●	●	●	●	●
Cause/Effect		●	●	●		●	●		●	●	●	●	●	●
Conservation		●	●								●			
Decision Making	●	●	●	●	●		●	●	●	●	●	●	●	●
Discrimination					●	●	●	●	●	●	●	●		
Generalization	●	●	●	●	●	●	●			●	●	●	●	●
Left-to-Right Progression		●	●	●	●	●	●	●	●	●	●	●	●	●
Math Skills		●	●	●	●	●	●	●			●	●	●	
Object Permanence	●	●	●	●			●	●	●	●	●	●		
<b>FINE MOTOR</b>														
Bilateral Coordination	●	●	●	●	●	●	●	●	●	●	●	●	●	
Elbow Extension/Flexion	●	●	●	●		●	●	●	●	●	●	●	●	●
Push/Pull	●			●		●	●				●			
Finger/Hand Strengthening	●					●	●				●	●	●	
Grasp/Release	●	●	●	●	●	●	●	●			●	●		●
Crossing the Midline		●	●	●		●	●	●	●	●	●			●
Wrist Rotation		●	●				●				●	●		
<b>GROSS MOTOR</b>														
Coordination	●	●	●						●	●		●		
Head Control	●													●
Positioning	●	●	●	●				●		●		●	●	●
<b>LANGUAGE</b>														
Expressive Language		●	●	●	●	●	●	●	●	●	●	●	●	●
Receptive Language	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>SENSORY/PERCEPTION</b>														
Auditory		●	●				●					●		●
Gustatory							●		●		●			
Kinesthetic	●	●	●				●		●	●	●	●	●	●
Olfactory											●			
Spatial Orientation	●	●		●	●		●	●	●	●	●	●		
Tactual	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Visual (if low vision child)	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>SOCIAL/PERSONAL DEVELOPMENT</b>														
Creativity		●	●	●						●	●	●	●	●
Independence	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Self-Esteem	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Socialization		●	●	●	●			●	●	●	●	●	●	●







## ***ACTIVITY SECTION***





## CARRYING WORK TO AND FROM A SHELF



P

---

### MATERIALS

Activities on trays.

---

### EARLIER WORK

Orientation to the room (introducing the areas, shelves, exits, teacher's desk, windows, etc).

---

### PROCEDURE

Walk to the shelf with the child; help her to locate the work. With both hands on the child's, help her to experience a tilted tray and a level tray. Have her stabilize the tray against her body. When the child can hold the tray on her own, guide her around the room to a work area and back to the shelf.

---

### POINTS OF INTEREST

Texture of the trays.

---

### VISUAL ADAPTATIONS

Use your voice as a guide.  
Use your hand lightly on child's back to help guide.  
Place fluorescent tape on the floor for child to follow.  
Use various textures of material with bright distinctive colors to mark the shelf and tray for easy matching.

---

## **CARRYING WORK TO AND FROM A SHELF**

**VARIATIONS:** Use different sized trays, heavier objects on the trays, or trays with handles.  
Carry lunch trays in the cafeteria.  
Have the child carry any of her favorite objects on the trays for added interest.

### **EXTENSIONS:**

**LANGUAGE:** Top, bottom, left, right, middle, level, tilted, heavy, light, tray.

**MATH:** "How many steps does it take from the shelf to the table?"  
"How many items are you carrying?"  
"Is the object on the tray light or heavy?"

**SENSORIAL:** Let the child become tactually familiar with all APH trays.  
Discover the different sounds made by the objects on the tray.

**MUSIC:** "The Ants Go Marching" (p. 78) in The All New Elephant Jam: Songs to Play and Games to Sing by Sharon, Lois, and Bram, ©1989, New York: Crown Publishers, Inc.

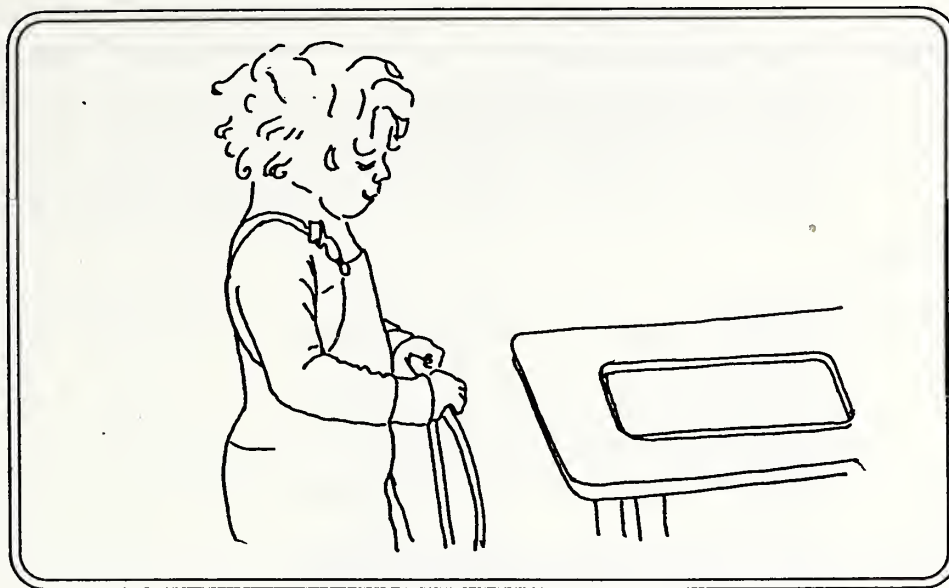
**BOOKS:** One Step, Two by Charlotte Zolotow, ©1955, New York: Lothrop.  
Sounds My Feet Make by Arlene Blanchard, ©1988, New York: Random House.

**PROBLEM SOLVING:**

- Can the child remember where to return the work?
- Can the child name other items that move things from place to place? (e.g., a tray is a tool and a tool can help move items; a wagon; a cart; etc.)
- Can the child find other routes to take from the shelf to the table?
- Can the child describe the route, remembering and naming classroom landmarks?



## MOVING A CHAIR, SITTING AND RISING



P

---

### **MATERIALS**

Chair and table.

---

### **EARLIER WORK**

Orientation to the room, areas, centers, and shelves.

---

### **PROCEDURE**

Without a tray, show the child how the chair and table work together. While he is standing, have him practice pulling the chair out and pushing it back under the table. Then have him sit in the chair and practice scooting up to the table and back. If the table is on a rug, it is helpful to get a piece of Lucite for ease of moving the chair.

---

### **POINTS OF INTEREST**

Chairs and tables make a "set."

---

### **VISUAL ADAPTATIONS**

Mark the middle of the back of the chair with fluorescent tape or sandpaper; then mark the edge of the table; have the child line up both marks. To assign seats, attach a different tactile symbol (e.g., a piece of fabric) to the back of each child's chair. This will assist the visually handicapped child in readily locating his assigned place at the table.

---

## **MOVING A CHAIR, SITTING AND RISING**

**VARIATIONS:** Use a chair with rollers.  
Use a desk with a chair attached.  
Use large chair versus child-sized chair.

### **EXTENSIONS:**

**LANGUAGE:** Sit, stand, scoot, move, get up, push, pull.

**MATH:** "How many chairs are at the table?"  
"How many legs does a chair have?"  
"Tables and chairs belong together as a set."

**SENSORIAL:** Explore different types and sizes of chairs.  
Explore finding classmates' seats if assigned.

**MUSIC:** In a group with chairs in semi-circle, have the children take turns while group sings:

Pull, pull, pull out your chair ("so smoothly" or "this morning")  
Push, push, push in your chair.

Sing the above song to the tune of "Skip to My Lou" (p. 90) in Singing Bee: A Collection of Favorite Children's Songs by J. Hart and A. Lobel, ©1982, New York: Lothrop.

**BOOKS:** Peter's Chair by Ezra Jack Keats, ©1967, New York: Harper.

**GAMES:** Play "musical chairs."

**PROBLEM SOLVING:**

- Can the child name other types of places to sit (e.g., floor, bed, couch, stool, etc.)?
- Discuss the value of good posture.
- Talk about being polite and helping a friend--for example, pulling out a chair when someone has both hands full or is carrying a tray.
- Discuss materials of which chairs are made (e.g., wood, metal, plastic, fabric, etc.).
- Can the child name other things that can be pushed or pulled (e.g., *push* the button on the elevator, *pull* the door open, *pull* the wagon, etc.)?



## DRY TRANSFER

Dry transferring is preliminary to water transfer. Variations can be endlessly created by changing the objects, utensils and containers. The only limitations are your ingenuity and pocketbook. Variations are listed for many of the activities; you are encouraged to create your own.

The extensions suggested are not inclusive, but will give you some guidelines. Extensions are added to the activities, such as language, math, science and sensory exploration. Language should always include the names and functions of the objects, containers, and utensils.

### *Possible Containers:*

- margarine tubs
- boxes
- distributor caps
- jars
- cups
- buckets
- muffin trays
- oyster trays
- plastic bowls
- baskets
- soap dishes
- bottles
- pitchers
- measuring cups
- ice trays

### *Possible Objects:*

- popcorn
- split peas
- beans
- polished stones
- pompoms
- bells
- rice
- nuts
- shells
- cut-up sponges
- wood shavings
- red or brown lentils
- marbles
- colored aquarium rocks
- golf balls
- corks
- pasta
- craft beads
- plastic water-filled ice cubes
- packing material

### *Possible Utensils:*

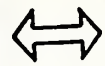
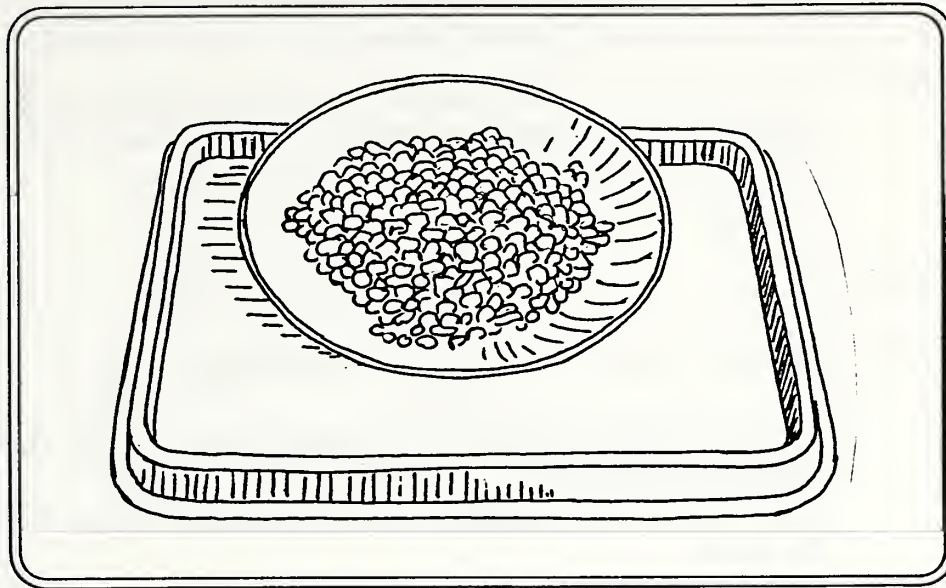
- spoons
- ladles
- sugar tongs
- ice cream scoop
- wok utensils
- scoops
- strawberry plucker
- melon ball scoop
- funnels
- tea strainers

When thinking about the sequence of these activities, it is helpful to remember that the use of the hands is easier than use of a utensil, and that the longer the handle, the more difficult it is to control.

Inevitably some of the objects are spilled. The control of error for a sighted child is seeing the spilled material and for the blind child, the feel of the objects on the tray. The child can use her thumb and forefinger to pick up the spilled objects. This is good indirect preparation for writing or holding the stylus.

In all of the procedures, the last step is making sure the work is just as the child found it. If at home this assures the child that it will be ready for her when she wishes to do it again. In the classroom, this instills the idea that there are others to be considered and it will be ready for the next person. It also leads to a sense of order.





**MATERIALS**

Large plastic bowl full of smooth stones; APH Work Tray.

**EARLIER WORK**

None.

**PROCEDURE**

Introduce the child to the edges of the bowl and let him have free play.

**POINTS OF INTEREST**

The feel and sound of the stones.

**VISUAL ADAPTATIONS**

Use hand-over-hand movements to demonstrate the perimeters of tray and bowl.  
Use contrasting colors of the bowl and stones (e.g., use a white bowl with black stones).  
Paint the stones fluorescent for use with blacklight.



## **DRY EXPLORATORY**

**VARIATIONS:** Use wooden bowl or stainless steel bowl; different objects such as corn, lentils, etc. Add scoops, spoons, jars, cups, funnels, plastic fishworms from sporting goods store, etc.

### **EXTENSIONS:**

**LANGUAGE:** Smooth, dry, many, few, rocks, stones, full, empty.

**MATH:** Wonderful opportunity to count into another cupped hand: "Can the teacher's hand hold more? Why?"  
Have the child pick up as many stones as possible with one hand and then count the stones.

**SCIENCE:** Gather different types of rocks.

**SENSORIAL:** Explore the sounds made when rocks are shaken in a plastic container versus a coffee can.  
Discover the tactual differences of smooth and rough rocks.  
Dig in the ground to locate rocks.

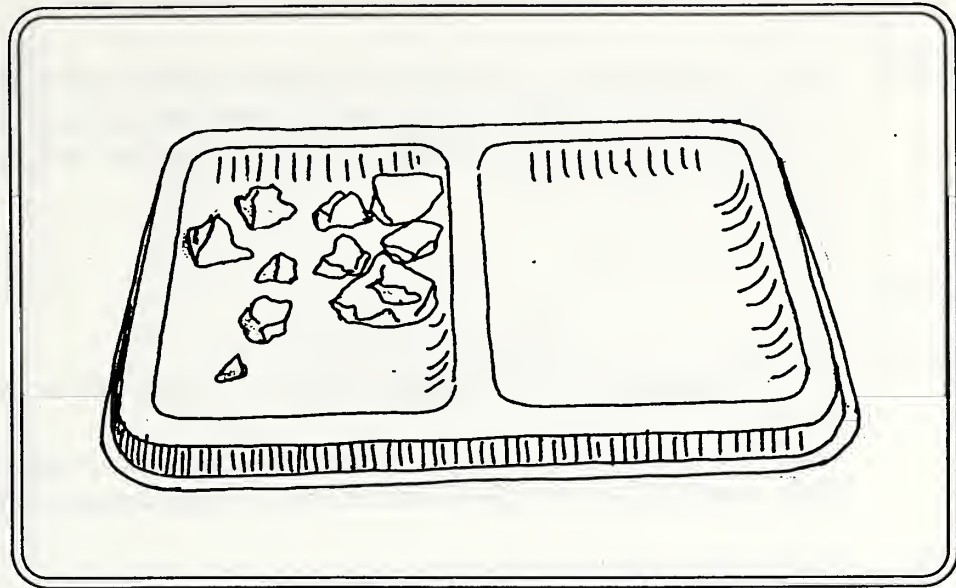
**ART:** Make own creation from gathered rocks.

**MUSIC:** Sing the following to the tune of "Five Little Monkeys" (p. 52) in The Songs of Sesame Street in Poems and Pictures by Moss, Axelrod, Geiss, Hart, Kingsl y, and Stone,  1983, Random House/Children's Television Workshop:

5 little stones sitting in your hand  
1 is ready to go back in the pan (place in the bowl)  
(Repeat with 4, 3, 2, and 1)  
1 little stone sitting all alone  
Send him home and now there are none.  
All done. (Clap)

**BOOKS:** What is Your Favorite Thing to Touch? by Myra Tomback Gibson,  1965, Grosset.

**PROBLEM SOLVING:** • Can the child name other places where rocks are found (e.g., driveways, railroad tracks, fish tanks, or paths)?



**MATERIALS**

Stones; APH Two-Section Tray.

**EARLIER WORK**

None.

**PROCEDURE**

The child transfers stones with her hands from the left side to the right side of the tray.

**POINTS OF INTEREST**

The sound of the stones and the feel of the smoothness of the rocks and the hardness and roughness of others. Weight comparisons between various types of rocks.

**VISUAL ADAPTATION**

Draw the child's attention to the raised divider between the two sections of the tray. Explain to her that the hand holding the rock must cross over this divider before placing the rock back onto the tray. This can be shown by hand-over-hand demonstration. Let the child's nondominant hand serve as a guide by resting on the divider; this will encourage the child to cross the midline.

## USE OF HANDS

**VARIATIONS:** After the child has used the whole hand (palmar grasp), she can progress to using the fingers (pincer grasp) to pick up an object and put it in a specific place such as in a section of an ice cube tray (see Dry Transfer for ideas and sequence).  
Use shells instead of rocks.

### EXTENSIONS:

**LANGUAGE:** Stone, rock, pebble, hard, smooth, texture, cool, empty, full; the names of rocks.

**MATH:** Count the stones; feel the weight of the rocks in the hand or use a balance scale. (Lava stones are light-weight and make a good contrast with limestone.)

**SCIENCE:** Explain that rocks come from the earth.  
Begin a rock collection.  
Visit a cave or rock quarry.

**SENSORIAL:** Sort rocks using very different rocks such as slate, limestone, and quartz.  
Sort rocks into rough and smooth or heavy and light groupings.  
Encourage greater extension of child's reach by placing stones in various positions on the tray.

**ART:** Glue one flat rock to a piece of paper and draw a picture using the rock as part of the whole picture using fluorescent paints. Take a rock and make a face by gluing macaroni on for the hair and spaghetti for the mouth. Use colored glue instead of paints; add glitter to the glue.  
Build a small rock wall.

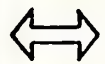
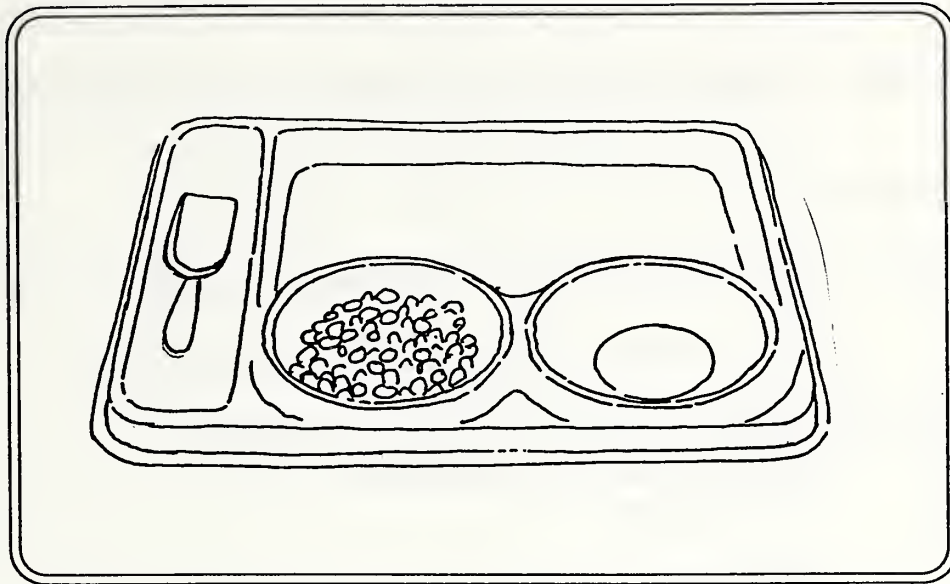
**MUSIC:** "Me Stone" (p.111) and "Stone Games" (p.110) in The All New Elephant Jam: Songs to Play and Games to Sing by Sharon, Lois, and Bram, ©1989, New York: Crown Publishers, Inc.

**BOOKS:** Stone Soup by Ann McGovern, ©1968, New York: Scholastic Inc.  
Everybody Needs a Rock by Byrd Baylor, ©1974, Scribners.  
My Hands My World by Catherine Brighton, ©1984, Macmillan.  
Here Are My Hands by Bill Martin, Jr. and John Archambault, ©1985, New York: Henry Holt and Company.

**PROBLEM SOLVING:**

- Discuss if rocks grow.
- Go on a walk to find a special rock to carry around in one's pocket; let it serve as a "worry stone."

## USE OF SCOOPS



---

### **MATERIALS**

APH Bowl Tray with one bowl filled with dried beans;  
a scoop.

---

### **EARLIER WORK**

Use of Hands.

---

### **PROCEDURE**

Help the child to recognize the angle required to keep the beans in the scoop. Then have the child scoop a number of beans and transfer them to the empty bowl to the child's right. Continue this process until all the beans have been transferred. Before returning the tray to the shelf, have the child transfer all the beans back to the left bowl. It is important to have the child clean up all spilled beans.

---

### **POINTS OF INTEREST**

Hearing the beans; picking up the beans.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Use high contrast colors such as black beans on the yellow tray.

---



## **USE OF SCOOPS**

**VARIATIONS:** Use plastic water-filled ice cubes, pom poms, bells, rocks, marbles, or pasta.

### **EXTENSIONS:**

**LANGUAGE:** Names of beans; different kinds of scoops and what they are used for.

**MATH:** Counting; measuring; size of scoops and their differences.

**SENSORIAL:** Sort different beans by shape, size, and weight.

Compare the taste of cooked beans.

Taste bean soup.

**ART:** Bean collage.

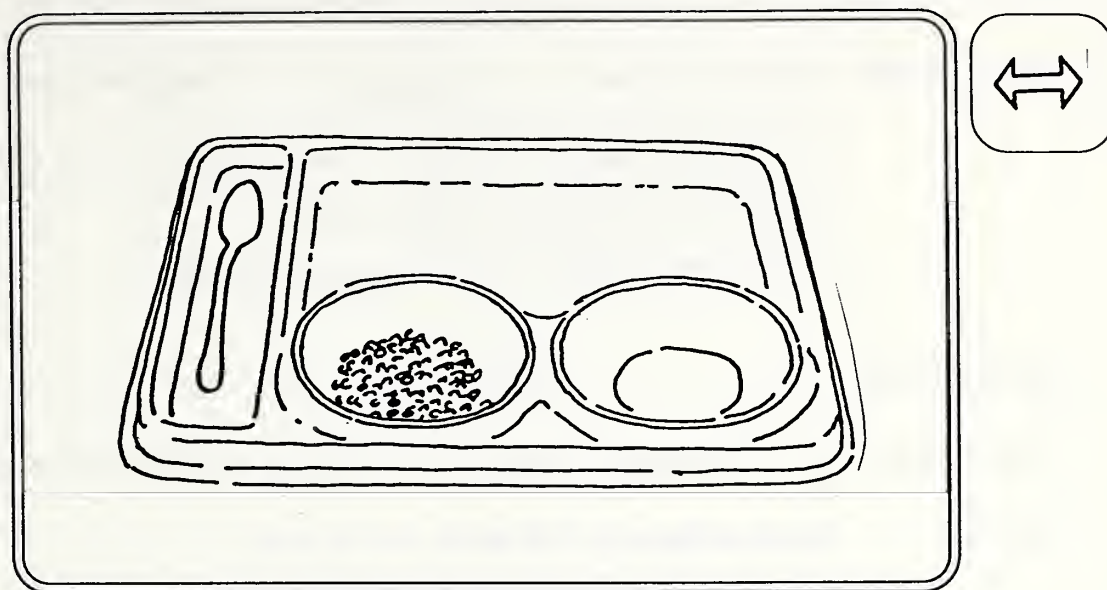
**BOOKS:** A Hundred Scoops of Ice Cream: Tiny Tales by Natasha Josefowitz, ©1989, Deephaven, MN: Meadowbrook Press.

**DRAMA:** Pretend serving at an ice cream parlor; scoop "pretend" or real ice cream.

**PROBLEM SOLVING:**

- Can the child name other types of scoops (e.g., ice cream scoops, steam shovel, etc.).
- Can the child form a scoop using both of his hands?

## USE OF SPOONS



### **MATERIALS**

APH Bowl Tray with left bowl filled with unpopped popcorn; small spoon.

### **EARLIER WORK**

Use of Hands.  
Use of Scoops.

### **PROCEDURE**

The child transfers the corn from the left bowl to the right with a spoon. Before returning the tray back to the shelf, have the child transfer all the beans back into the left bowl.

### **POINTS OF INTEREST**

Sound of the corn on the spoon.  
Feel of the corn.

### **VISUAL ADAPTATIONS**

Use hand-over-hand demonstration.

## **USE OF SPOONS**

**VARIATIONS:** Use bigger spoons or smaller spoons. A mustard spoon with marbles is good for one-to-one correspondence.

Use aquarium rocks in fluorescent colors instead of corn; use a blacklight with this for the low vision child.

Use bells for auditory appeal instead of corn.

Use a heavier spoon for better proprioceptive feedback.

### **EXTENSIONS:**

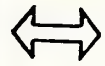
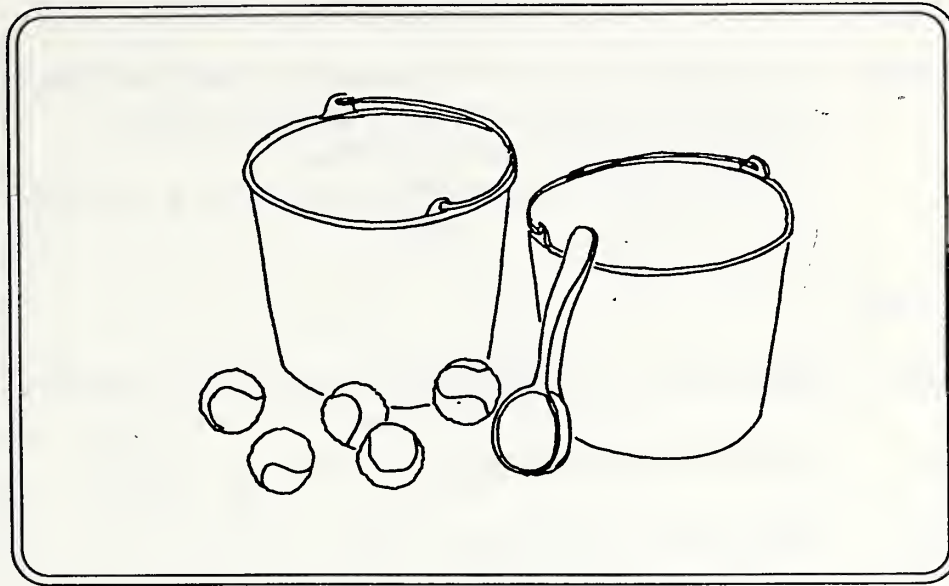
**LANGUAGE:** Corn, kernel, spoon; concepts of one, many, most, least, full, and empty.

**BOOKS:** Sounds of Home by Bill Martin, ©1972, Holt.

**PROBLEM SOLVING:**

- "What are spoons used for (e.g., stirring when cooking, eating liquids like soup or cereal with milk, or eating soft food like ice cream, etc.)?"
- Have a discussion of corn and its various forms--popcorn, cooked corn, corn on the cob.
- "Where does corn come from?"
- Have a popcorn party! Talk about what makes popcorn pop.

## USE OF LADLES



### **MATERIALS**

Two large buckets; tennis balls (about three); large ladle

### **EARLIER WORK**

Use of Spoons.  
Use of Scoops.

### **PROCEDURE**

With one hand holding the bucket filled with tennis balls and the other hand holding the ladle, the child will ladle one tennis ball at a time and transfer each ball to the empty bucket. This is a difficult activity and the child might "cheat" by putting the ball in the ladle and transferring it.

### **POINTS OF INTEREST**

Getting the ball into the ladle.

### **VISUAL ADAPTATIONS**

With your hand on the child's hand, guide his hand to tip the ladle up, then slide under the ball. Cover the object with the other hand and transfer the ball to the other bucket.

Use brightly colored tennis balls.

Use blacklight if available.



## **USE OF LADLES**

**VARIATIONS:** Use oranges, lemons, limes, Christmas bells, ping pong balls, or golf balls. When the child can manage this, have him ladle beans or corn.

Use a variety of different types of ladles.

Do the activity with child in different positions (e.g., standing, kneeling, etc.).

### **EXTENSIONS:**

**LANGUAGE:** Handle, ladle, bowl (of ladle), round, bounce, roll, dip, bucket.

**MATH:** One-to-one correspondence.

**SCIENCE:** What types of objects bounce? Roll?

**SENSORIAL:** Feeling the shape of a sphere.

The feel of a fuzzy tennis ball versus the dimples in a golf ball.

Weight differences.

New tennis balls smell different from older ones.

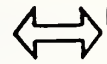
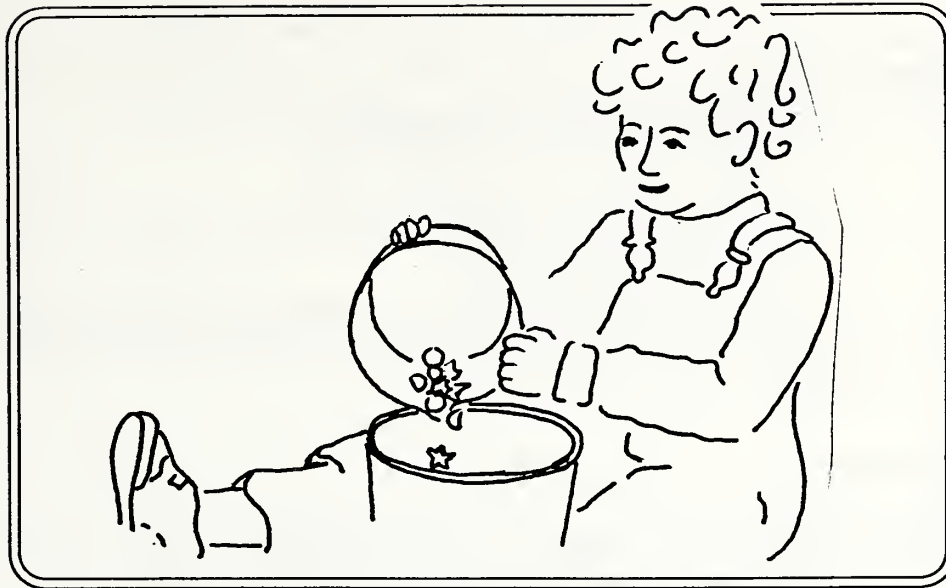
**GAMES:** Group ladle relays.

Rolling the ball back and forth.

**PROBLEM SOLVING:**

- Can the child name other uses of a ladle (e.g., putting soup in a bowl or putting gravy onto food)?
- Discuss in what type of game tennis balls are used?
- Can the child name other types of ballgames?
- Notice if the child has established a dominant hand or uses both hands equally. Can the child cross the midline or change hands when ladling?

## DRY POURING



### **MATERIALS**

Two buckets (any size) with spouts, one filled with plastic water-filled ice cubes.

### **EARLIER WORK**

Dry Exploratory.

### **PROCEDURE**

In this activity, the child can be sitting on the floor with legs extended. The empty bucket will be placed between the child's legs with a full bucket at her side. The child will then pour the plastic ice cubes into the empty bucket. Once the empty bucket becomes full, change positions of the buckets and let her repeat the activity. Any pouring activity seems to encourage repetition.

### **POINTS OF INTEREST**

The auditory feedback from the objects being transferred from bucket to bucket.

### **VISUAL ADAPTATIONS**

From behind the child, begin by pointing out the spouts. Emphasize positioning the spout over the other bucket when pouring.

Mark the spout of the bucket with fluorescent tape.

## **DRY POURING**

### **VARIATIONS:** Sequence:

1. Glasses: objects from large to small.
2. Pitchers: objects from large to small.
3. Pouring into two containers, three, etc.
4. Use of smaller containers.
5. Use of funnel, strainer, etc.

The activity can be performed in a variety of positions (e.g., cross-legged, kneeling, or balanced on one knee).

### **EXTENSIONS:**

**LANGUAGE:** Handle, spout, bottom, spill, buckets, pitchers and the names of other materials that might be used for pouring in this particular activity.

Directions: up, down, left, right.

**MATH:** Counting.

Use different sizes of containers to explore volume and capacity.

**SCIENCE:** Make a scale out of 2 buckets.

**SENSORIAL:** Feeling the different objects.

Experiencing the shift in weight when pouring.

**MUSIC:** "There's a Hole in the Bucket" (p. 9) in If You're Happy and You Know It by Nicki Weiss, ©1987, New York, NY: Greenwillow Books, a division of William Morrow and Company.

**BOOKS:** How Little and How Much: A Book About Scales by Franklyn M. Branley, ©1976, Growell.

**PROBLEM SOLVING:** • Can the child name some food that can be poured (e.g., cereal, sugar, batter, etc.)

## **WET TRANSFER**

Wet transfer is more difficult than dry pouring and requires a lot of practice with dry pouring first. Using water tinted with food coloring and scented with lemon juice or peppermint extract is an added attraction for partially sighted children. Each activity should include a sponge for wiping up the spilled water. To leave work ready for the next person, water is transferred back to the original left-hand container.

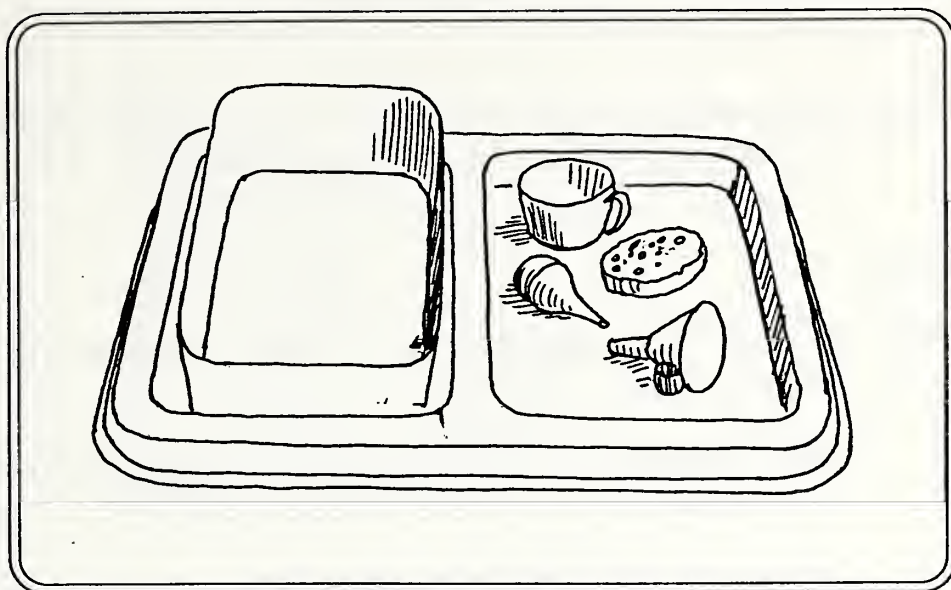
An apron can be provided with each job; however, it is more economical to have a few hanging on hooks near the water work area.

For the visually impaired child developing the skill of getting and donning the apron is a job in itself. The adult can walk through this with the child like any other job, orienting him to the location of the aprons as well as to the style of apron (front, back, holes) and how to remove it and hang it back on the hook when he is finished with his water work.

Initial wet exploratory experiences begin in the bathtub where the child is not required to use highly controlled movements. The classroom sequence proceeds from a large dishpan to contain wet exploratory activities to smaller containers as the child gains control. Basting can progress from a gravy baster to an ear syringe to a nose syringe to an eyedropper, just as sponging can progress from hand squeezing transfer to a tiny sponge for finger squeezing. Wet pouring will progress, like dry pouring, from large containers to small, and from simple pouring to use of a funnel. Mixed-media jobs can include such activities as squeezing water with a sponge from a bowl into a pitcher and then pouring the water back into the bowl.







**MATERIALS**

APH Two-Section Tray; dishpan with water containing items such as a small water pitcher, Nerf ball, a baster, ladle, cups, sponges, funnels, etc.; apron. Add soap later.

**EARLIER WORK**

Dry Transfer.  
Orientation to room and centers.

**PROCEDURE**

The purpose of this activity is to have an open-ended exploration of water and water utensils and to get the child used to using an apron when doing water jobs. Show her where to get an apron and how to put it on. (The child does not get the water for this activity.)

**POINTS OF INTEREST**

The sound of the water.  
The feel of the soap and water.

**VISUAL ADAPTATIONS**

Identify the front and top of the apron by attaching a piece of fabric.  
Use colored water or water with glitter.

## WET EXPLORATORY

**VARIATIONS:** Use various temperatures of water (i.e., warm or cold with ice cubes).  
Use various types of soap (i.e., bar, liquid, bubble bath).

### EXTENSIONS:

**LANGUAGE:** Wet, dry, under, in, sink, float, squeeze, damp, holds, as in: "The cup holds water."

**MATH:** Count the number of squirts from a baster or the number of spoonfuls needed to fill a container.

**SCIENCE:** Introduce the child to objects that sink or float.  
Discuss how there is water in lakes, rivers, oceans, pools, and ponds.

**ART:** Land form boxes: sand pictures that tell what a river, lakes, ponds, etc. are.  
Paint blowing with straws.

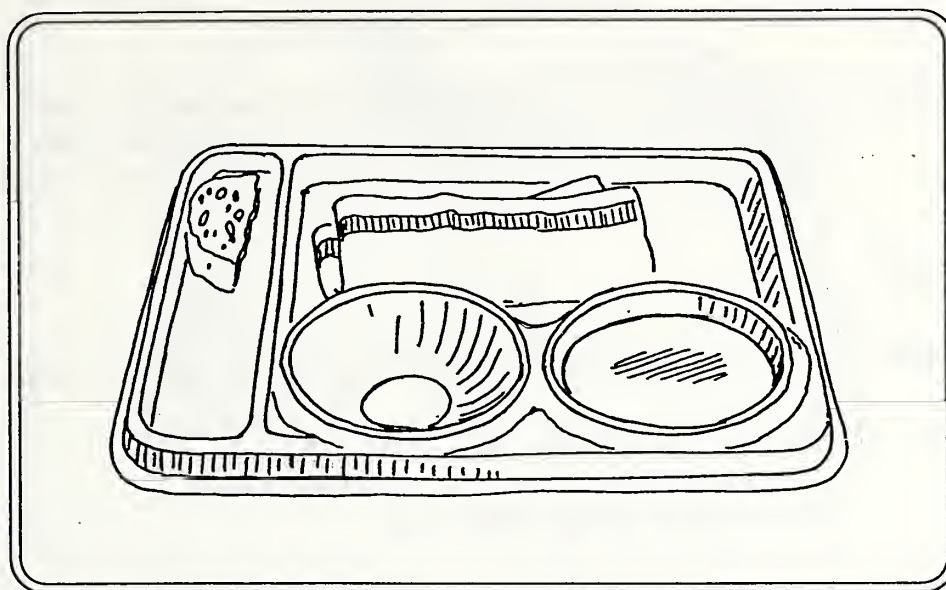
**MUSIC:** "Ducks Like Rain" (p. 62) in The 2nd Raffi Songbook, ©1986, New York, NY: Homeland Publishing.

**BOOKS:** Floating and Sinking by Franklyn M. Branley, ©1967, Children's Press.  
Better Not Get Wet, Jesse Bear by Nancy White Carlstrom, ©1988, MacMillan.  
Water is Wet by Sally Cartwright, ©1973, NY: Coward, McCann and Geoghegan, Inc.

**PROBLEM SOLVING:**

- Can the child name other uses for a sponge (mopping up, cleaning, etc.)?
- Discuss what happens if soap gets in their eyes--it stings!
- Can the child name other objects that sink?
- Can the child name other objects that float?

## USE OF SPONGES



### **MATERIALS**

APH Bowl Tray with water in the left bowl; sponge; towel.

### **EARLIER WORK**

Wet Exploratory.

### **PROCEDURE**

Fill one bowl with water. Place the dry sponge in the water. After the sponge has soaked up some water, the child will squeeze the water into the empty bowl. He continues this process until the water is completely transferred.

### **POINTS OF INTEREST**

The feel of the sponge and the water.  
The sound of the water going into the bowl.

### **VISUAL ADAPTATIONS**

Use bright pink, orange, and black sponges for contrast for the low vision child.  
Use colored water.  
Outline the bowls with fluorescent tape.



## **USE OF SPONGES**

**VARIATIONS:** Use different kinds of sponges (e.g., art sponges, natural sponges, kitchen sponges, and cosmetic sponges). Cosmetic sponges are easiest to squeeze. Hand strength can be increased by progressing to the use of more resistive sponges.

### **EXTENSIONS:**

**LANGUAGE:** Absorb, squeeze, wring, wet, dry, damp, "springs back into shape."

**SCIENCE:** Plant seeds on a sponge.  
Compare a natural sponge with a synthetic sponge.  
Discuss where sponges come from.

**SENSORIAL:** Tactile difference between the natural and plastic sponges.  
Feel warm water versus cold water.

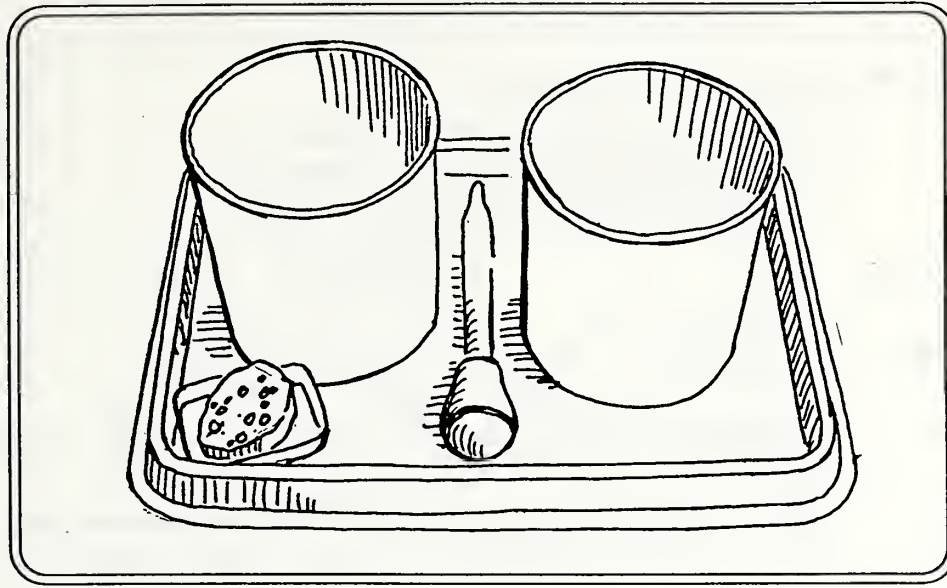
**ART:** Sponge painting.  
Make sailboats out of sponges.

**DRAMA:** Sponge storytelling characters. Cut sponges into the character shapes (e.g., The Three Bears).

**PROBLEM SOLVING:**

- Can the child name things that absorb (e.g., washcloths, land, clothing, etc.)?
- Discuss why the sponge is heavier after it has soaked up water.
- Explore types of sponges to see which absorb the most water.
- Can the child name other uses for a sponge (e.g., mopping up, cleaning, etc.)?

## USE OF BASTERS



### **MATERIALS**

APH Work Tray; two large containers about the size of a two-pound coffee can, one with water and a baster.

### **EARLIER WORK**

Use of Sponges.

### **PROCEDURE**

The use of a coffee can gives the child something to put the baster in rather than just over. It is important to get across the concept that to fill the baster, it must remain in the water. To do this, place the baster in the full can. With the child's hands, squeeze the bulb, saying "Squeeze." Remove the child's hands, saying "Let go." Help the student remove the baster and place it in the second can. When the baster is in position, say "Squeeze."

### **POINTS OF INTEREST**

If a metal container is used, the water makes a wonderful sound hitting the container.  
Slurping sound of water as the water fills the baster.

### **VISUAL ADAPTATIONS**

Use hand-over-hand movements.  
Use colored water.  
Put glitter in the water.  
Put fluorescent tape around the top of each coffee can.

## **USE OF BASTERS**

**VARIATIONS:** Use smaller or larger basters.  
Use lemon or lime juice squeeze containers.  
Use an ear syringe with smaller containers.  
Use mustard or ketchup squeeze bottles.

### **EXTENSIONS:**

**LANGUAGE:** Ping, squirt, drop, squeeze, can, splash, let go, baster.

**MATH:** Working with volume by squirting water from the baster into different sized containers.  
Measure by squirting water from the baster into a measuring cup.  
Use a strip of tape on the inside of the cup to mark the level of the water.

**SENSORIAL:** The feel of water as it's coming out of the baster.  
Thicken the water with gelatin.

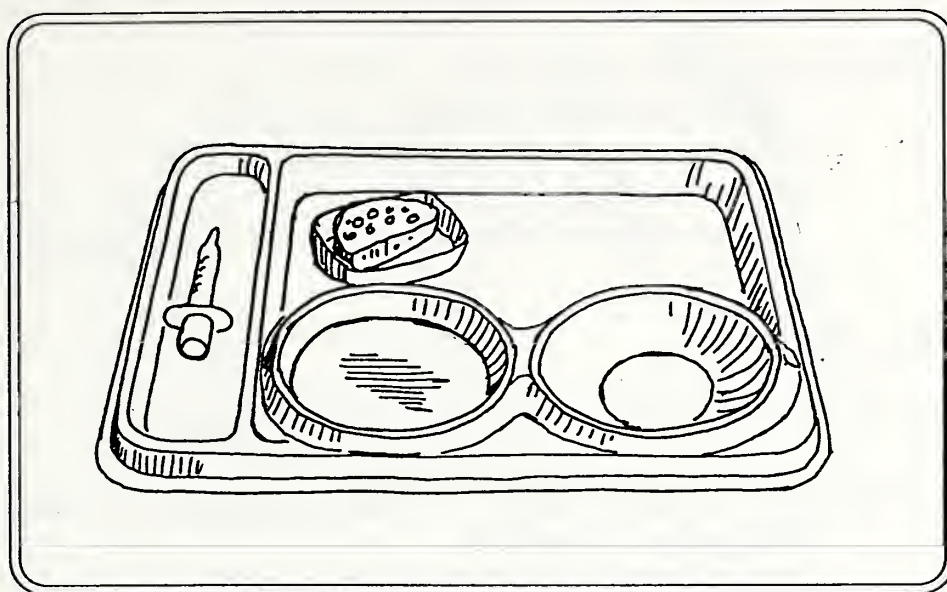
**ART:** Use a baster to make pictures. Fill up baster with tempera paint then squirt onto paper. Fill with another color. Use fluorescent paints if working with a low vision child.

**MUSIC:** "Rain, Rain" (p. 49) in Singing Bee: A Collection of Favorite Children's Songs by J. Hart and A. Lobel, ©1982, New York: Lothrop, Lee and Shephard Books.

**BOOKS:** Sounds All Around by Jane Belk Moncure, ©1982, Children's Press.

**PROBLEM SOLVING:** • Can the child feel two puffs of air from the baster on her face, hands, etc? Ask how many times she felt the air.

## USE OF EYEDROPPERS



### **MATERIALS**

APH Bowl Tray with the left bowl filled water; an eyedropper; a sponge.

### **EARLIER WORK**

Use of Basters.

### **PROCEDURE**

Place the eyedropper in bowl with water. It is important to get across the concept that to fill the eyedropper, it must remain in the water. To do this, place the eyedropper in the full bowl. With the child's hand, squeeze the bulb, saying "Squeeze." Remove the child's hand, saying "Stop squeezing." Help the student remove the eyedropper and place it in the right bowl. When the eyedropper is in position, say "Squeeze."

### **POINTS OF INTEREST**

Smallness of eyedropper compared to the baster.

### **VISUAL ADAPTATIONS**

Use colored water or water filled with glitter.  
Use hand-over-hand demonstration.



## **USE OF EYEDROPPERS**

**VARIATIONS:** Use smaller or larger basters.  
Use lemon or lime juice squeeze containers.  
Use an ear syringe with smaller containers.  
Use a nasal syringe.  
Substitute water with different substances of varying thickness (e.g. jello).

### **EXTENSIONS:**

**LANGUAGE:** Drop, plop, drip, squeeze, wet, dry, suction, syringe.

**SENSORIAL:** Color mixing by using colored water and dropping a few drops of different colors into a section of a muffin tin.  
For more noticable sound, drop water on tin foil.

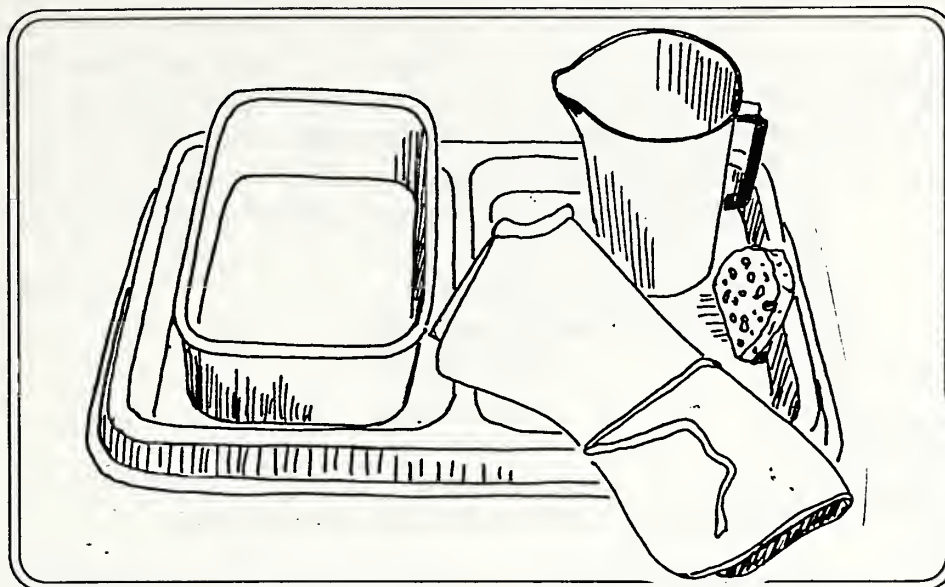
**BOOKS:** Raindrop Stories by Preston R. Bassett and Margaret Farrington Bartlett, ©1981, Four Winds Press.  
Raindrop Splash by Alvin R. Tresselt, ©1951, Lothrop.

**DRAMA:** Use medicine droppers for sick dolls.

**PROBLEM SOLVING:**

- Can the child identify other uses of eye droppers (e.g., to put medicine in eyes or ears)?
- Can the child name other locations of drips (e.g., faucets, drops from the house after a recent rain)?

## WET POURING



### **MATERIALS**

APH Two-Section Tray; counter top next to sink; large pitcher; dishpan; apron; and sponge.

### **EARLIER WORK**

Dry Exploratory.  
Wet Exploratory.

### **PROCEDURE**

Assist the child in locating the faucets of the sink. Demonstrate how the faucets work (e.g., which side is hot and which side is cold; how to turn them on and off; and how to regulate the flow and temperature of the water). The child will fill the pitcher with cold water and then with adult assistance, center the pitcher over the dishpan and pour. The child will then return the water to the sink.

### **POINTS OF INTEREST**

Sound of water.  
Trying not to splash.

### **VISUAL ADAPTATIONS**

Have the child insert her finger in the pitcher as a guideline for measuring the desired water level, or use tape inside the pitcher as a measuring line. Provide verbal cues as needed along with physical prompts. If the environment allows, the child can successfully become independent carrying a large pitcher of water.

## **WET POURING**

### **VARIATIONS:** Sequence:

1. Glasses: Objects from large to small
2. Pitchers: Objects from large to small
3. Pouring into two containers, three, etc.
4. Use of smaller containers
5. Use of funnel, strainer, etc.
6. Progress to combination activities

### **EXTENSIONS:**

**LANGUAGE:** Parts of a pitcher, such as the spout and the handle.

**MATH:** Use measuring cups.

**SCIENCE:** Practice pouring into test tubes in a rack.  
Making a wheel spin with water.

**SENSORIAL:** Weight.  
Volume.

**DRAMA:** Have a tea party; practice pouring and serving tea.

**PROBLEM SOLVING:**

- Let the child experience the results of pouring quickly or slowly.
- Let the child experience the result of pouring a glass too full.
- At snacktime or lunch, have the children experiment with various sized glasses and pouring milk, juice, etc. If choosing the large-size glass, will it be full or half full?

## STRINGING

Stringing activities are very helpful in getting a child to use both hands simultaneously and at midline. It is not as natural for a child without depth perception to bring his hands together as it is for a sighted child. The following jobs help the child gain coordination of his hands and become successful in making his hands work together to complete a task. Stringing activities are good for developing fine motor coordination, including pincer grasp and 3-prong grasp, the latter of which will be used in holding a pencil or stylus.

### *POSSIBLE OBJECTS:*

- napkin rings
- curtain rings
- wooden beads
- glass beads
- washers
- sequins
- cereals
- Indian beads
- popcorn
- macaroni ("elbow" type is difficult)

### *POSSIBLE STRINGS:*

- stick
- leather thong
- shoelace
- thread
- rope
- string
- yarn

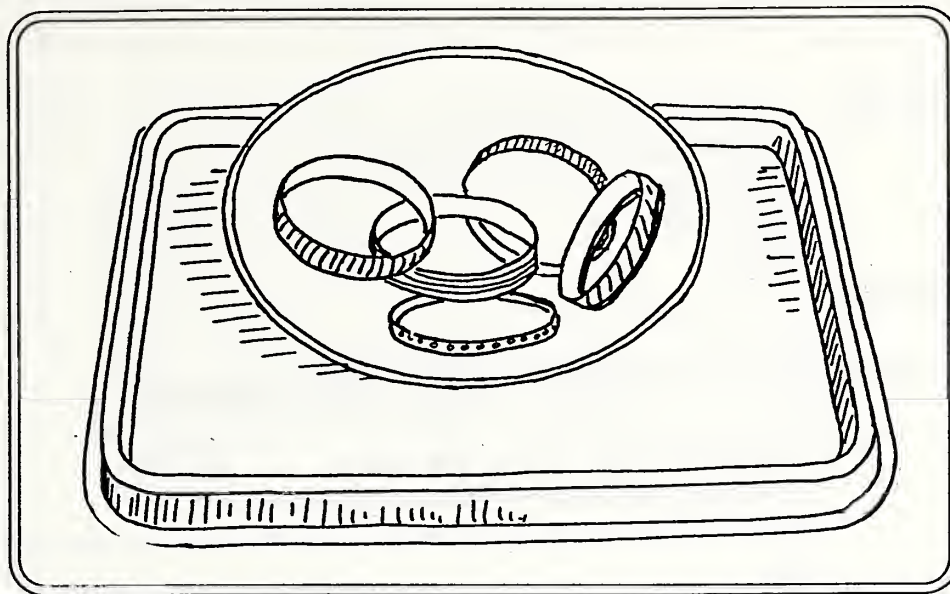
In considering the sequence of these activities it helps to remember that the simplest "string" is stationary and rigid; more difficult is the flexible string. The largest beads are easier to manipulate than the small ones.

When completing stringing jobs, the child should return the beads to their container. Some stringing may be necklaces that the child can make and take home. A needle can be introduced when a child has mastered the earlier stringing activities; large plastic needles are good for this. It is helpful to double the thread and tie the ends together in a knot before the child starts to work.





## BRACELETS



### **MATERIALS**

Bowl with 10 to 12 plastic arm bracelets; APH Work Tray.

### **EARLIER WORK**

None.

### **PROCEDURE**

This is a good activity to get the hands to work together. One hand is extended and held stationary, while the other hand puts the bracelets over it.

### **POINTS OF INTEREST**

Wearing bracelets.  
Hearing the bracelets jingle.  
Dressing up.

### **VISUAL ADAPTATIONS**

The child might have to have her hand formed by the adult so fingertips are touching one another to allow the bracelet to slide over her hand.  
Give verbal and physical prompts as needed.  
Use neon tape to highlight bracelets.  
Use bracelets with glitter inside (found at toy stores).

## **BRACELETS**

**VARIATIONS:** Use different sizes of bracelets.  
Use bracelets of different textures.  
Use necklaces.

### **EXTENSIONS:**

**LANGUAGE:** Round, on, off, arm, wrist, jingle, left and right hands.

**MATH:** "How many bracelets are on the tray?"  
"How many bracelets are there of the same texture?"  
Have the child count the bracelets on her left arm...on her right arm...on a friend's arm.

**SENSORIAL:** Different thickness of bracelets.  
Different kinds of bracelets (e.g., chain versus solid).  
Size comparisons between bracelets.

**ART:** Make windchimes from the bracelets.  
Make paper chains or bracelet chains .

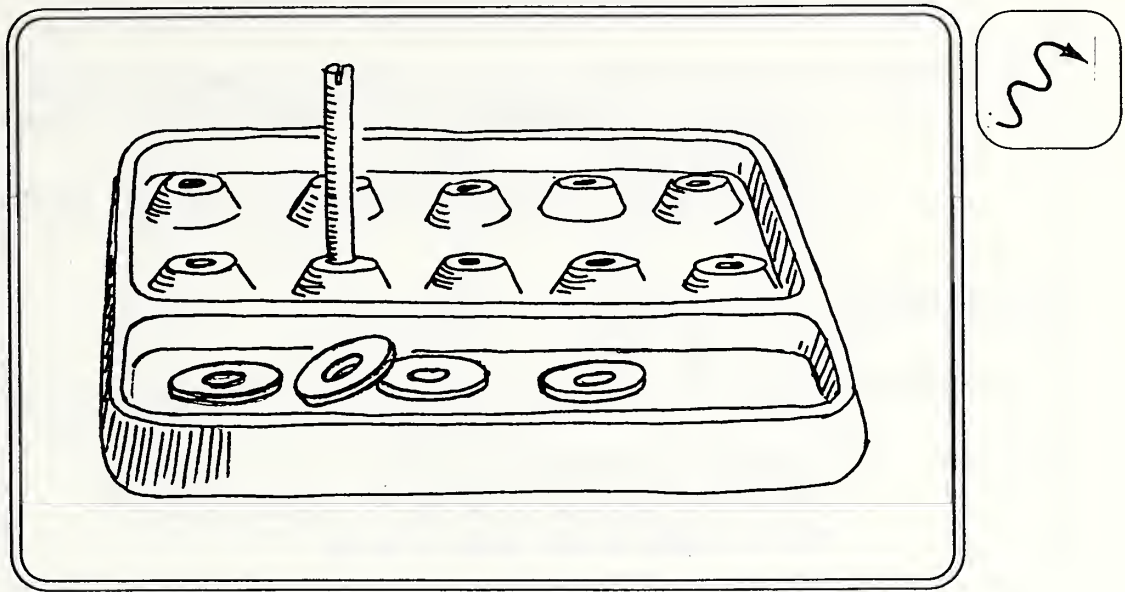
**MUSIC:** Use jingle bells and make bracelets for Christmas.

**DRAMA:** Dressing up and role playing with bracelets and necklaces.

**PROBLEM SOLVING:**

- Can the child put bracelets on her wrist without making a sound?
- "Who wears bracelets and why?"
- Talk about materials of which bracelets are made (e.g., plastic, metal, clay, etc.).
- "How are watches like bracelets?"

## BEADS ON A POLE



### **MATERIALS**

APH Stringing Tray; wooden beads that will slide onto the poles.

### **EARLIER WORK**

None.

### **PROCEDURE**

This task requires the child to work at his midline; hold the pole with one hand and use the other to place the beads on the stick. It is important to show the child how to grab the bead. Take the child's left hand and show how to hold the stick between the thumb and the forefinger. Show how to hold the bead by the edges and to hold the stick near the top. The child then brings his hands together and places the bead over the top of the pole. When the bead is securely over the pole, ask the child to let go of the stick and the bead.

### **POINTS OF INTEREST**

Hearing the beads falls.  
Feeling beads of different shapes and sizes.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Use fluorescent beads and blacklight.  
Wrap the pole with high-contrast safety tape.



## **BEADS ON A POLE**

**VARIATIONS:** Use poles of varying heights, with one to five beads that fit on the poles.  
Use different size beads or beads with different texture or shape.  
Use a candy tree.  
Have the child do this activity in various positions (e.g., kneeling).

### **EXTENSIONS:**

**LANGUAGE:** Bead, over, on, drop, let go, release, pole, string, stick, through.

**MATH:** "How many beads fit on the pole?"  
"How many items are on the tray?"  
Sort according to sets: poles vs. beads.  
One-to-one correspondence.

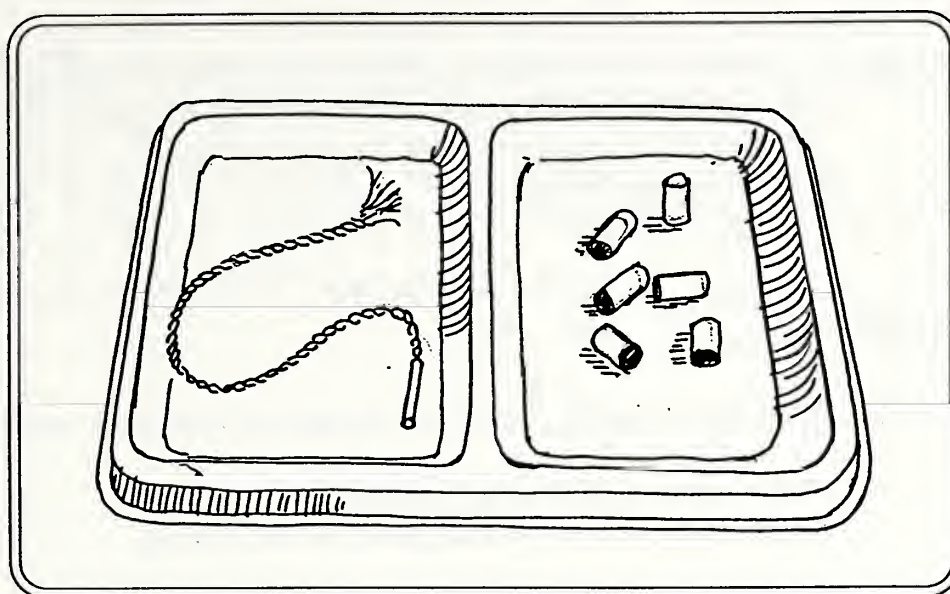
**SENSORIAL:** Different textures and shapes of beads.  
Different types of poles.

**ART:** Make a necklace out of cereal, beads, etc.  
Make different patterns on the poles using different types of beads.  
Build a totem pole.

**GAMES:** Ring toss.

**PROBLEM SOLVING:** • Can the child estimate how many beads can go on the pole?  
• Can the child name other uses for beads (e.g., jewelry, art as in a plant hanger, etc.)?

## BEAD STRINGING



### MATERIALS

APH Two-Section Tray; a wide piece of rope with one end tapered and secured with tape (or stiffened by dipping the end in glue) and the other end knotted; beads to fit the rope.

### EARLIER WORK

Beads on a Pole.

### PROCEDURE

The string should not be very long, and could be increased in length as the child becomes more proficient. Holding the bead in the right hand, the child can then feed the string through the bead. Once it is threaded, she will slide the bead along the string to the knot at the end.

### POINTS OF INTEREST

Hearing the bead fall.

### VISUAL ADAPTATIONS

Hand-over-hand demonstration.  
Use shiny copper tubing from the hardware store as beads.  
Use a bright yellow rope.

## **BEAD STRINGING**

**VARIATIONS:** The sizes of ropes and beads can vary. The rope could become narrower and less stiff. The items for stringing could be smaller beads, macaroni, Cheerios, etc. A good incentive is necklaces made out of pasta, foil balls, styrofoam or cardboard that the children can keep.  
Use pop beads.

### **EXTENSIONS:**

**LANGUAGE:** Beads, rope, through, pointed end, knotted end, pull, push, string, hold.

**MATH:** "How many beads will fit on the rope?"  
Height: measure how tall each person is with a string.

**SENSORIAL:** Various textures and items to be strung.  
Ropes and beads feel different if made out of plastic or natural materials. Can the child identify the difference?

**ART:** Make a necklace by stringing popcorn.

**MUSIC:** "The Thread Follows the Needle" (p. 66) in Musical Games, Finger Play and Rhythmic Activities for Early Childhood by Marian Wirth, Verna Stassevitch, Rita Shotwell, and Patricia Stemmler, ©1983, West Nyack, NY: Parker Publishing Company, Inc.




**BOOKS:** The Special String by Harold Bakkan, ©1981, Prentice Hall.

**PROBLEM SOLVING:**

- Use various size beads, some that fit, and some that don't.
- Talk about the uses of ropes and strings.
- "What are ropes made of?"

## ***FOLDING***

The ability to fold requires a developed mixture of skills as the child learns to approximate the center and bring either two or four corners together. Initial folding work can be accomplished with small items that are easy to manage, and sock folding is good because it does not include the step of matching corners.

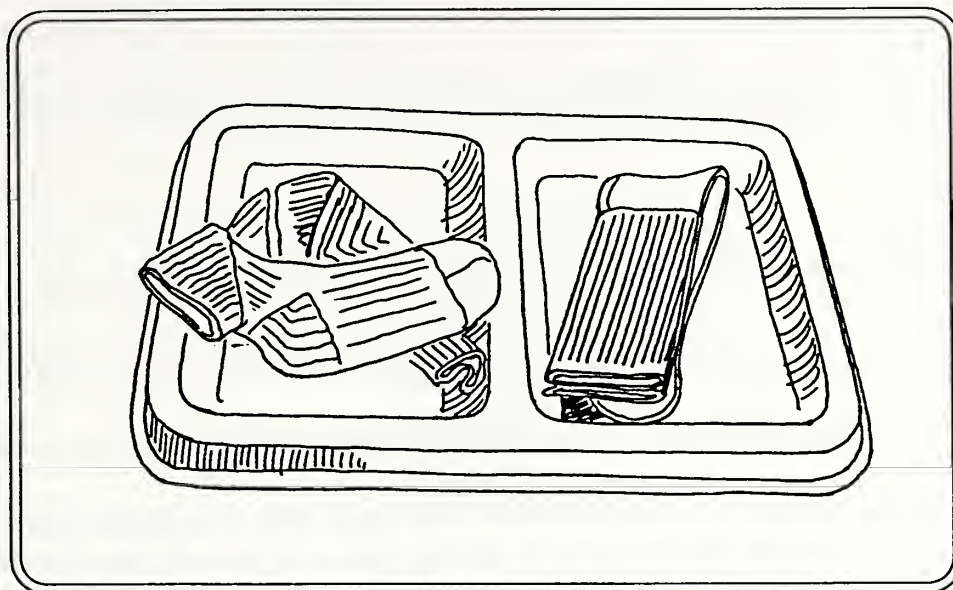
Later folding jobs can include felt circles, squares, or rectangles that are sewn along the center line:    . The child can progress to handkerchiefs, washcloths, and kitchen towels.

A child's suitcase with a basket of child's clothing to be folded and packed is a more advanced activity.





## SOCKS



---

### **MATERIALS**

Several pairs of socks; APH Two-Section Tray.

---

### **EARLIER WORK**

Ability to use hands together.

---

### **PROCEDURE**

Explore one sock with the child, identifying the top and the toe. Find the matching sock and lay it over the first one. The child will then fold the socks in half until the top and toe meet. Smooth the fold and place the folded socks in the right compartment.

---

### **POINTS OF INTEREST**

Different textures of socks.

---

### **VISUAL ADAPTATIONS**

Use fluorescent socks of different colors for matching purposes.  
Use musical socks that can be activated after the matching and folding has been accomplished.

---

## SOCKS

**VARIATIONS:** Socks of different sizes or textures; napkins; cloths; paper; towels; doll clothing.  
Use a clothes basket.

### EXTENSIONS:

**LANGUAGE:** Edges, middle, top, bottom, toe, heel, fold, pairs, belong, match, in half, set.

**MATH:** Match pairs of socks. "How many pairs are there?" "How many individual socks are there?"  
Filling Christmas stockings with oranges--"How many oranges will fit?"

**SENSORIAL:** Match according to texture. First begin with all socks the same. Then encourage tactual discrimination by mixing various styles and sizes of socks.

**ART:** Make sock puppets.  
Make snakes or other creatures out of socks.  
Fold paper to make animals.  
Fold straws into an accordian.

**BOOKS:** "There are Rocks in My Socks! " Said the Ox to the Fox by Patricia Thomas, ©1979, Lothrop.

**DRAMA:** Pretend "laundry day."

**PROBLEM SOLVING:** • Place several small objects in the stocking toe. Can the child tell you what it is? (Might do this as a group activity.)  
• "What things at home need folding?"

## ***CLIPPING***

Clipping is an excellent way to develop finger and hand strength. It is helpful to test all clips for usability as some clips tend to be very difficult to open. These activities help a child become independent when putting paper on an easel, hanging rags on a line after washing, and using paper clips.

### ***POSSIBLE CLIPS:***

- wooden clothespins
- large squeezable clothespins
- small clothespins for doll clothes
- large plastic clothespins
- small metal paper clips
- metal clips
- clipboard
- hair clips
- potato chip bag clips

### ***POSSIBLE OBJECTS TO CLIP:***

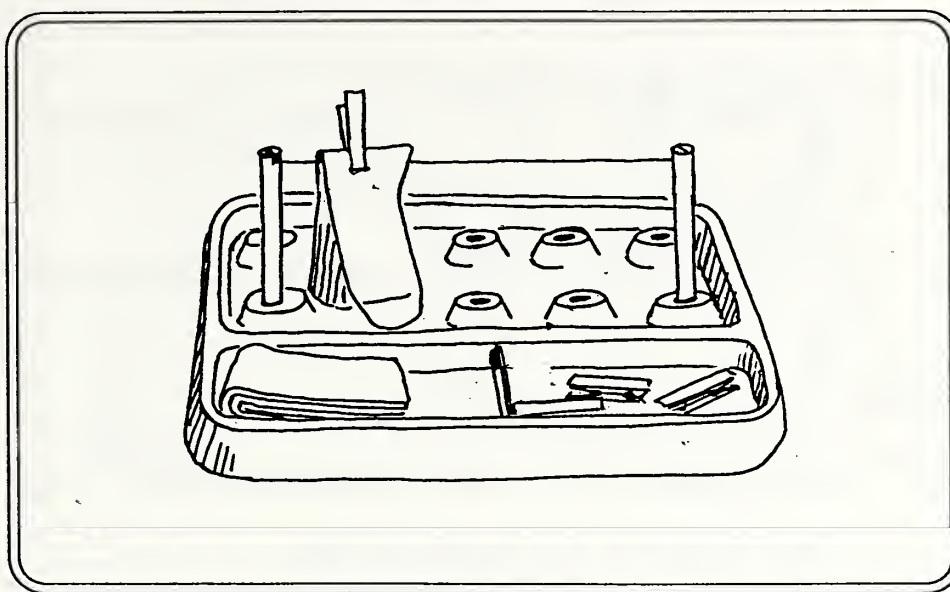
- clothesline
- four-sided pan such as a cake pan
- cardboard
- paper folded in half
- sides of a box
- papers clipped together
- wig for hair clips

As in earlier activities, the bigger objects are, the easier they are to manipulate. The sides of a pan or box are excellent for beginning clipping exercises. The firmer the item being clipped, the easier to manage; the flimsier, the harder to manage.





## LARGE CLOTHESPINS



### **MATERIALS**

APH Stringing Tray; clothespins; small sock.

### **EARLIER WORK**

Hand-strengthening activities.

### **PROCEDURE**

Put clothespins on and off the rope without objects by stabilizing the rope with one hand and clipping with the other. (This generally requires strength, so preliminary exercises such as clay or sponge squeezing might be necessary.) Then have the child fasten a small sock to the rope with a clothespin.

### **POINTS OF INTEREST**

How one uses a clothespin.

The feel of opening and closing a clothespin.

### **VISUAL ADAPTATIONS**

Hang fluorescent socks or paper for higher contrast.  
Use fluorescent string or striped shoe string for the rope; then use blacklight.

Wrap the poles with fluorescent tape.

## **LARGE CLOTHESPINS**

**VARIATIONS:** Use different types of clothespins.  
Use different types of clips such as paper clips and hair clips.  
Hang doll clothes.  
Clip clothespins on four sides of a box.  
Clip pieces of paper to the rope.  
Clip paperwork, artwork, etc., to a clothesline in the classroom or at home.

### **EXTENSIONS:**

**LANGUAGE:** Squeeze, release, wide end, pinch together, open, close, snap, clothespin.

**MATH:** Count the number of clothespins on a line.

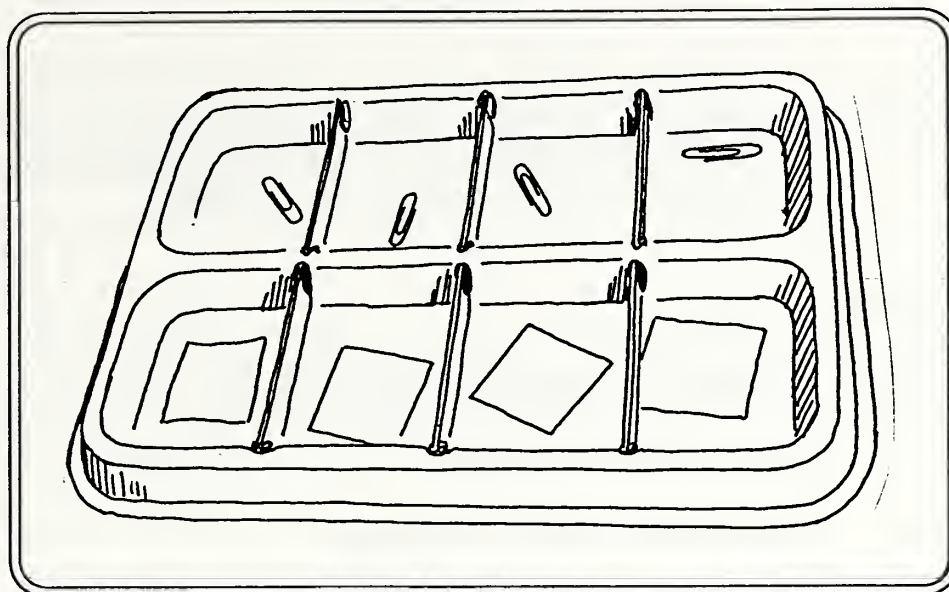
**SENSORIAL:** Fabric matching; glue distinctive fabrics around the box and have loose matching squares to be clipped.  
Let the child feel the different types of clips until he can identify them. Demonstrate how each works.  
Match clothing items on a clothesline.

**MUSIC:** "Mother's Washing" in Index to Children's Songs by Peterson and Felton, ©1979, New York: The H.W. Wilson Company.

**DRAMA:** Set up clothesline in living area for pretend play.

**PROBLEM SOLVING:** • Can the child name some functions of clips (e.g., to hold things together, to hang wet clothes outdoors to dry, to organize, etc.)?

## PAPER CLIPS



---

### MATERIALS

APH Multi-Section Tray; cardboard squares and paper clips.

---

### EARLIER WORK

Large Clothespins.

---

### PROCEDURE

Take the clip and place it on the edge of the cardboard square. Holding the child's hand, gently press down, and slide the paper clip forward onto the cardboard square.

---

### POINTS OF INTEREST

Shape of the paper clip.

---

### VISUAL ADAPTATIONS

Point out which end of the clip should fit on top of the paper. Demonstrate that the paper clip should be held with the two rounded edges facing downward before clipping.

Use fluorescent, laminated cardboard squares.

Use colored paper clips.

Use verbal and physical prompts as needed.

---



## **PAPER CLIPS**

**VARIATIONS:** Metal clips are considerably harder to manipulate. Large colored paper clips require more dexterity than strength and should be introduced using something more stable than paper. Small clips are the hardest.

### **EXTENSIONS:**

**LANGUAGE:** Clip, slide, hold together, push, pull, paperclip.

**MATH:** Count, sort, match, make sets.

**SCIENCE:** Use of a magnet to pick up metal clips.

**SENSORIAL:** Sorting paper clips by size, color, and type.

**ART:** Make paper clip necklaces.

**PROBLEM SOLVING:** • "What happens if you try to use the paper clip upside-down?"  
(The paper is likely to tear.)

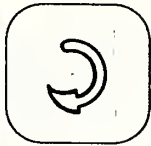
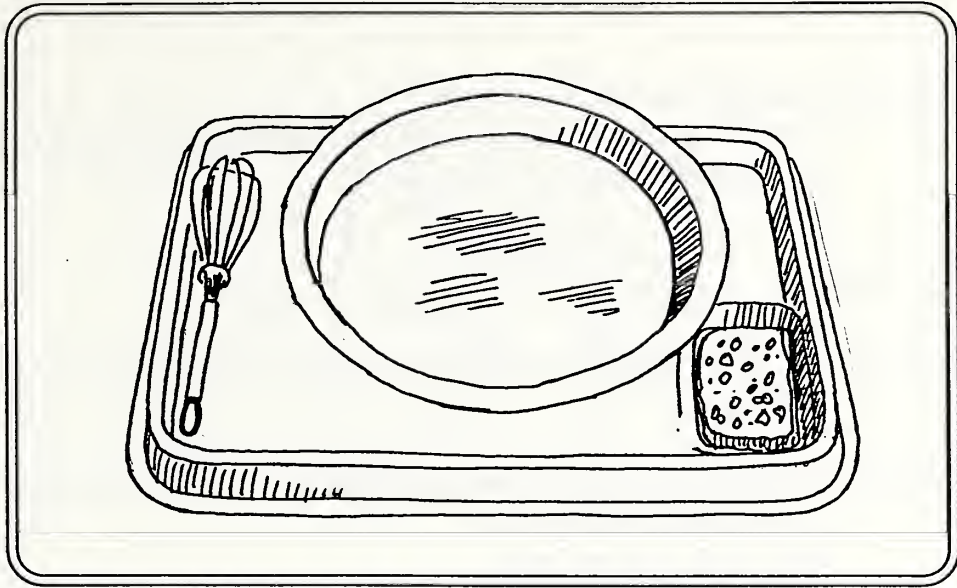
## ***TWISTING***

Twisting requires hand strength and coordination. Often the twisting work in the classroom encourages the use of both hands together to perform a task: jars and lids, nuts and bolts, and flashlight assembly. The twisting sequence given in this manual culminates with flashlight assembly which requires a coordinated pushing and twisting motion. There are a variety of jobs that provide isolated twisting practice beginning with a very gross form of twisting afforded a child by use of a whisk or an eggbeater.

The child will move sequentially through twisting jars and lids with a few twists each, to nuts and bolts which affords prolonged twisting. A wooden nutcracker requires that the child use considerable strength; however, the reward (CRACK!) provides ample motivation. Locks and keys provide practice with a different aspect of twisting precision. Crushing croutons, cereal or herbs uses the twisting and pushing motion and results in some wonderful smells.



## USE OF WHISKS



---

### **MATERIALS**

APH Work Tray; bowl with 2 inches of water; whisk or eggbeater; sponge.

---

### **EARLIER WORK**

None.

---

### **PROCEDURE**

This is a form of gross motor twisting. If using an eggbeater, twist the handle around and around. If using a whisk, hold the bowl or tray with left hand and rotate whisk.

---

### **POINTS OF INTEREST**

The auditory stimulation of the whipping water encourages repetition, and the repetition of this activity increases hand strength and coordination.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration of activity.  
Use colored water or put glitter in the water.

---



## USE OF WHISKS

**VARIATIONS:** Soap can be added to the water.

Let child get water from the sink and empty the water when finished.

Use a whisk during a cooking activity.

### EXTENSIONS:

**LANGUAGE:** Left hand, right hand, clockwise, counter-clockwise, float, beat, whip, twist, turn, whisk.

**SENSORIAL:** Beat liquids of varying consistencies and compare the sounds.

Thicken water with gelatin.

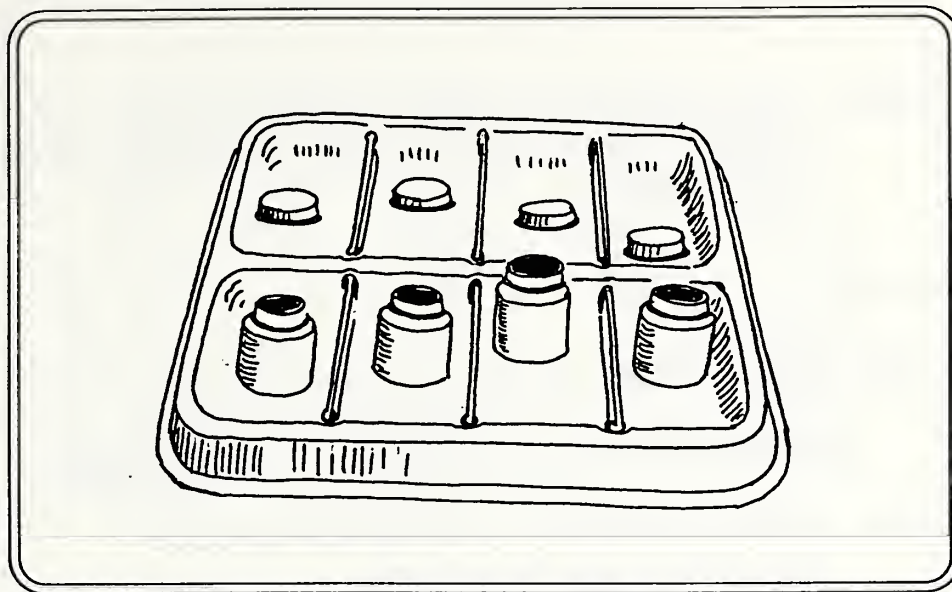
Feel, crack, and beat eggs.

**BOOKS:** Sounds of Home by Bill Martin, ©1972, Holt.

**PROBLEM SOLVING:**

- If the child has low vision and can see glitter, talk about the glitter sinking in the water because it weighs more.
- Can the child name various uses of whisks?
- Talk about mixing and the reasons things are mixed.
- Compare a whisk with a blender (toy battery ones are safer).

## JARS AND LIDS



### **MATERIALS**

APH Multi-Section Tray; four matching jars or bottles with screw-on lids.

### **EARLIER WORK**

Use of Whisks.

### **PROCEDURE**

Take a bottle from the tray and find its matching lid. The child will then place the lid on the jar and twist until its securely tight. Show him how to use short grasp-and-release motions. When the child has finished putting the lid on, place the jar in the empty tray compartment and continue with the next one until all jars and lids have been matched.

### **POINTS OF INTEREST**

The feel of different types of jars.  
Sound of metal lid against glass jar.

### **VISUAL ADAPTATIONS**

Outline the bottle or jar rim with colored tape.  
Use hand-over-hand movements.  
Use verbal prompts as needed.

## **JARS AND LIDS**

**VARIATIONS:** Bottles with different sized caps give an added interest. Bottles can have little objects in them. Bottles can have scents in them. Old perfume and hand lotion bottles are perfect.

### **EXTENSIONS:**

**LANGUAGE:** Open, closed, threads, twist, put on, take off, turn.

**MATH:** Reinforce one-to-one correspondence with the lids to jars.

**SENSORIAL:** Different sizes of lids. . . grade tops from big to little.

Use a different scent for each bottle.

Make butter: In a small jar, place a small amount of cream and shake until it turns into butter. Everyone can take a turn at shaking the jar.

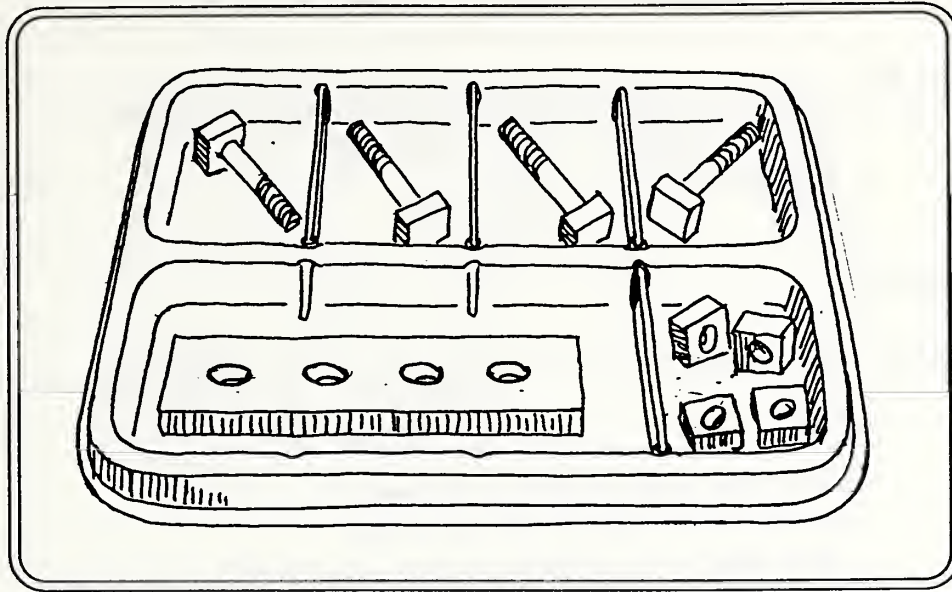
**MUSIC:** Blow into bottles.

Tap jars containing different levels of water.

**PROBLEM SOLVING:**

- Can the child match the correct size lid with the correct size jar when presented jars and lids of varying sizes?
- Have a discussion of the purpose of jars.
- Start a jar collection. Discuss items/objects that could fit well in each of the various sized jars.

## LARGE NUTS AND BOLTS



### **MATERIALS**

APH Multi-Section Tray; wooden board with pre-drilled holes; four pairs of nuts and bolts.

### **EARLIER WORK**

Jars and Lids.

### **PROCEDURE**

Begin by threading a bolt through one of the holes in the wooden board. The child will then twist a nut onto the bolt until securely fastened. Continue this process until all the nuts and bolts provided are assembled. Finish by having the child remove all the nuts and bolts from the board. The saying, "Righty tighty, lefty loosy" might help the child remember which way to turn to tighten or loosen.

### **POINTS OF INTEREST**

Familiarity with nuts and bolts.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.



## **LARGE NUTS AND BOLTS**

**VARIATIONS:** Use bolts of different sizes which require discrimination.  
Wing nuts might be easier to begin with.  
Use square nuts.

### **EXTENSIONS:**

**LANGUAGE:** Turn, twist to your right/left, clockwise, counter-clockwise, threads, loosen, tighten.

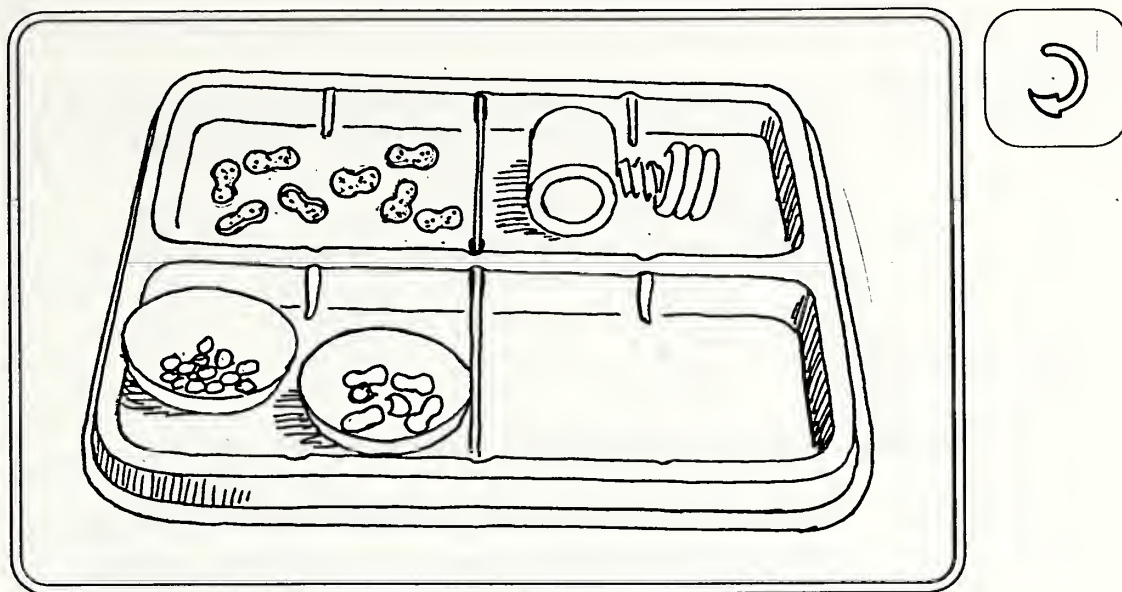
**MATH:** "How many parts are there in each step?"  
One-to-one correspondence: nut to bolt.  
"How many nuts and bolts are there altogether?"

**SENSORIAL:** The feel of threads on the bolt.

**PROBLEM SOLVING:**

- "What are bolts used for and where would you find them in a room or building?" Help the child explore this by searching the classroom and other parts of the school for uses of nuts and bolts (e.g., chairs, desks, etc.)
- Go to the hardware store and have each child select and purchase a nut, bolt, and washer combination that fit together.

## NUTCRACKING



### **MATERIALS**

APH Multi-Section Tray; wooden twist-type nutcracker; peanuts; bowls.

### **EARLIER WORK**

Nuts and Bolts  
Jars and Lids  
(This activity does require some strength.)

### **PROCEDURE**

After placing the peanut into the bowl of the nutcracker, the child will twist the handle until the nut cracks. The child will then separate the meat from the shell into the two bowls. Shells can be dumped into the trash can.

### **POINTS OF INTEREST**

Sound of cracking.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

## **NUTCRACKING**

**VARIATIONS:** Put shells in loose container and empty shells in waste basket.  
Peanut cracking can be done without the nutcracker by rolling the nut on a tray and pressing down with the palm.  
Use a different type of nutcracker.  
Vary the type of nuts cracked (e.g., walnuts, pecans, etc.).

### **EXTENSIONS:**

**LANGUAGE:** Peanut, shell, meat, names of other nuts, separate.

**SCIENCE:** Talk about how squirrels bury and store nuts for their food.  
Talk about how planting a nut can result in a tree growing.  
Nuts are food for animals and people.

**MATH:** "How many nuts will it take to fill up various-sized bowls/containers/jars?"

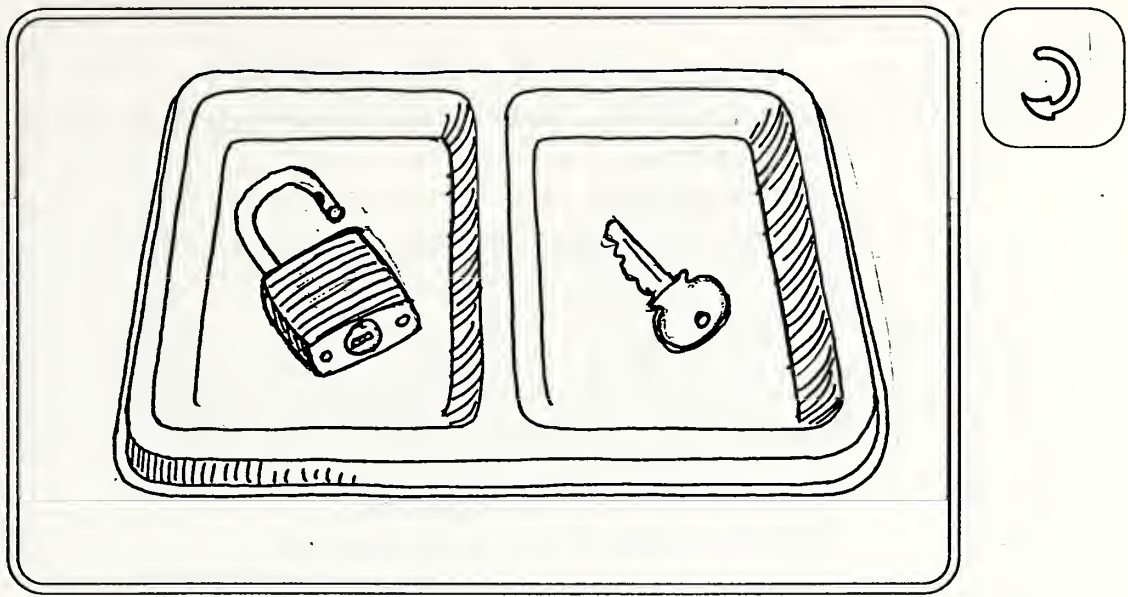
**SENSORIAL:** Taste of nuts.  
Tactual difference between meat and shell.  
Taste or make peanut butter.

**MUSIC:** "I'm a Nut" (pg. 61) in A Peanut Sat on a Railroad Track by Pamela Conn Beall and Susan Hagen Nipp, ©1982  
"The Nutcracker" by Tchaikovsky

**BOOKS:** The Nutcracker and the Sugar Tongs by Edward Lear, ©1978, Little.

**PROBLEM SOLVING:** • "What do you do if the nut does not crack?" (Help the child reposition the nut.)

## LOCKS AND KEYS



---

### **MATERIALS**

APH Two-Section Tray; lock and key.

---

### **EARLIER WORK**

Large Nuts and Bolts.

---

### **PROCEDURE**

Orient the child to the lock and its parts and to the jagged and straight sides of the key. Independent locking and unlocking encourages repetition and increases hand/finger strength.

---

### **POINTS OF INTEREST**

Snapping sound.  
Sound of opening and closing.

---

### **VISUAL ADAPTATIONS**

Use hand-over-hand demonstration.

---



## LOCKS AND KEYS

**VARIATIONS:** Two or three pairs of locks and keys can be placed in the tray to encourage discrimination.

Use large padlock.

Use door keys and door knob sets.

### EXTENSIONS:

**LANGUAGE:** Key, open, closed, lock, and unlock.

**MATH:** Reinforces one-to-one correspondence.  
Count the number of locks in the classroom.

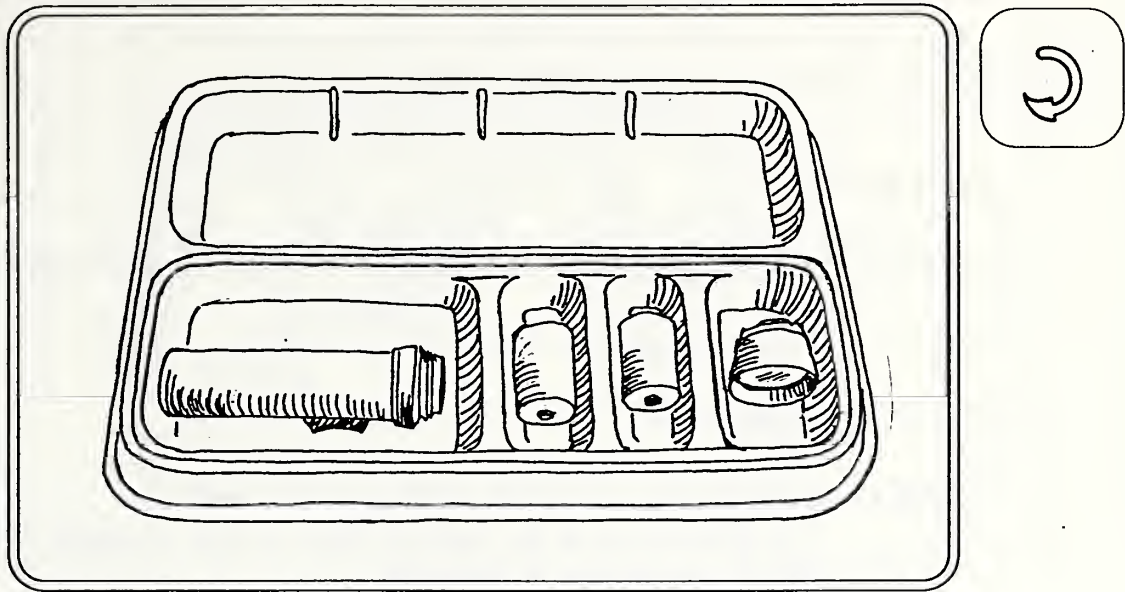
**SENSORIAL:** Tactual discrimination between various keys and locks.  
Coldness of metal.  
Explore locks actually used in the classroom.

**MUSIC :** "London Bridges" (pg. 90) in Singing Bee: A Collection of Favorite Children's Songs by J. Hart and A. Lobel, ©1982, New York: Lothrop, Lee, and Shephard Book.

**PROBLEM SOLVING:**

- "Can the same key open up different locks?"
- "What are locks used for?"
- "Where do you find locks?"
- Visit a locksmith/key shop and see how a key is copied.
- Discuss what keys and locks are used for at home.
- Show dead bolts; experience how they work.
- Demonstrate other ways to lock doors (e.g., screen latch, dead bolt; or push button).

## FLASHLIGHT ASSEMBLY



---

### **MATERIALS**

APH Multi-Section Tray with Flashlight Insert; a flashlight with batteries inside.

---

### **EARLIER WORK**

Considerable twisting work and hand strengthening work.

---

### **PROCEDURE**

Identify the parts of the flashlight, specifically pointing out the positive and negative ends of the batteries. Lay the parts out onto the insert in the order they are assembled. Assembly begins with the child exploring the batteries, and once she has one of them positive side up she can pick up the base of the flashlight and drop it in. Screwing the top on is difficult, but the reward is great when she finally switches the light on!

---

### **POINTS OF INTEREST**

Light.  
How something works.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

---

## **FLASHLIGHT ASSEMBLY**

**VARIATIONS:** Radio, toy, or penlight assembly.

### **EXTENSIONS:**

**LANGUAGE:** Battery, spring, bulb, push, twist, on, off, light, up, down, positive, negative.

**MATH:** Counting parts of the flashlight.

**SCIENCE:** Simple circuit.

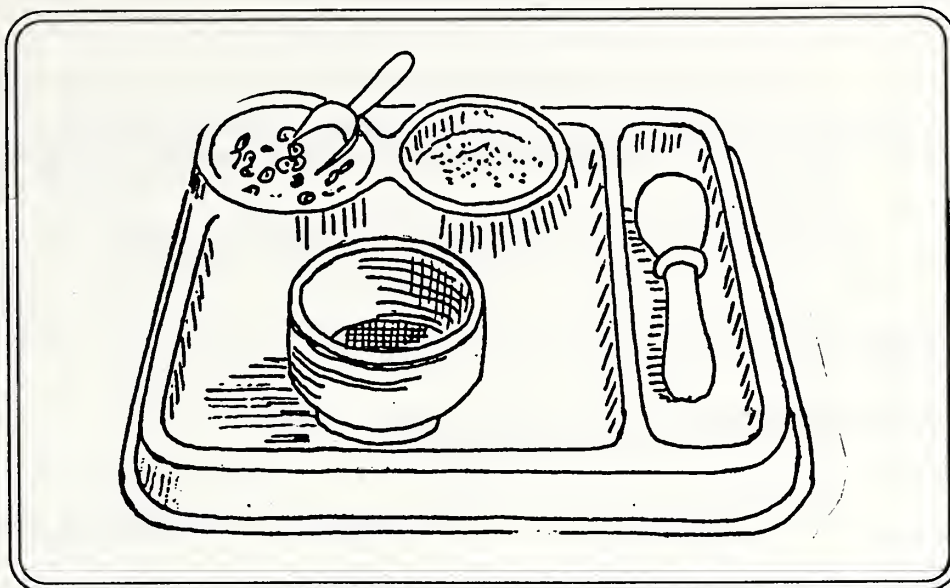
**SENSORIAL:** Use different colored cellophane to put over bulb.  
Use different tops to the flashlight; there are now wonderful faces or objects that will fit over the tops of flashlights.

**BOOKS:** Light and Darkness by Franklyn M. Branley, ©1975, NY: Crowell.

**PROBLEM SOLVING:**

- "What happens if the batteries are not put in the right way?"
- "When, where, or why would you use a flashlight?"-- (e.g., when the lights go out after a thunderstorm, trick-or-treating on Halloween, etc).
- Discuss the difference between electricity and battery use.

## CRUSHING



### **MATERIALS**

APH Bowl Tray; Cheerios; scoop, mortar and pestle.

### **EARLIER WORK**

Use of Scoops, Dry Pouring, Playdough, or twisting activities to build hand strength.

### **PROCEDURE**

Fill the pestle with a scoop of Cheerios. With your hand over the child's, introduce him to two motions: twisting with pressure and pulling back and forth (as with a lever) with pressure. The crushed Cheerios can be poured into a collection bowl.

### **POINTS OF INTEREST**

This work encourages repetition and has good auditory feedback.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Put striped tape on the handle of the pestle.  
Put different textures on the handle of the pestle.  
Use brightly colored cereal.  
Use cereal with a pleasant smell.



## **CRUSHING**

**VARIATIONS:** Use croutons, egg shells, oatmeal, herbs, other cereal or grains.  
Put crushed Cheerios in a separate bowl to be emptied into the trash can by the child.  
Use a rolling pin on a cutting board; crush cereal, cookies, etc.

### **EXTENSIONS:**

**LANGUAGE:** Twist, pull, crushed, whole, smash.

**MATH:** Use measuring spoons for scooping; count scoops; whole to many parts.

**SCIENCE:** Use the crushed cereal to feed the birds; growing and drying herbs.

**SENSORIAL:** Smelling herbs; sharp edges of cracked nut shells.

**ART:** With a drop of food coloring, crushed eggshell can be used for collages.

**PROBLEM SOLVING:**

- "What types of food would be hard to crush?"
- "Why would something need to be crushed (e.g., graham crackers for cooking pie crusts, etc.)?"

## ***SORTING***

Sorting is an activity that helps the child develop in the following areas:

- 1) The picking up of the object to sort is good for the pincer grip (the muscles that control a pencil or stylus).
- 2) The sorting itself requires the child to identify an object and its characteristics.
- 3) The child must also make comparisons between objects by their sameness or difference.
- 4) Learning to classify an object by its characteristics is learning a complex skill.

### ***POSSIBLE OBJECTS:***

- |                   |                   |         |
|-------------------|-------------------|---------|
| • nuts            | • dried beans     | • rocks |
| • shells          | • screws          | • bolts |
| • shapes          | • buttons         | • nails |
| • beads           | • pasta           | • corks |
| • plastic fruit   | • plastic animals | • socks |
| • ping-pong balls | • bottle caps     |         |

### ***POSSIBLE CONTAINERS:***

- |                    |                 |
|--------------------|-----------------|
| • APH sorting tray | • ice cube tray |
| • muffin tins      | • coffee cans   |
| • oyster trays     |                 |
| • small bowls      |                 |

### ***POSSIBLE WAYS TO SORT:***

- |            |                                |
|------------|--------------------------------|
| • size     | • temperature                  |
| • shape    | • ownership (e.g., yours/mine) |
| • color    | • magnetic or non-magnetic     |
| • texture  |                                |
| • function |                                |

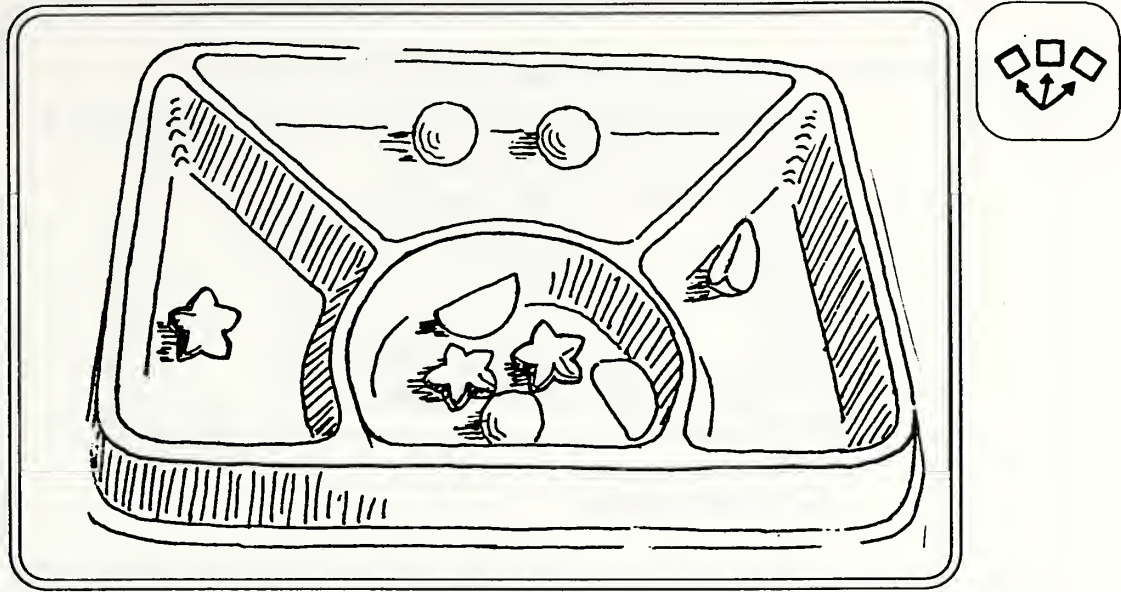
Sorting exercises can be made more difficult by decreasing the obviousness of the differences. The same activity can be varied by adding a utensil such as tongs to do the sorting. The number of objects to sort can be increased.

It is helpful to consider having the same number of objects as there are containers. If there are three categories, then have three of each object. This creates a nice symmetry. It is important to keep in mind that a control of error is having the same number of objects in the same compartment. If a child ends up with two in one and four in the another she knows there is a mistake.

An additional guide might be needed for some children. Matching is easier than sorting. By fastening one of each object to each container, the child is able to make a match. When sorting by size or shape, a sample could be glued in each compartment.



## **SORTING BY SHAPE**



### **MATERIALS**

APH Sorting Tray; three each of three different shaped plastic water-filled ice cubes.

### **EARLIER WORK**

Some "like and different" work may precede this or not. Matching.

### **PROCEDURE**

Explore the bowl of plastic water-filled ice cubes with the child, discussing their attributes. Introduce the set-up or sorting tray by naming each compartment by location from left to right. Ask the child to pick up an ice cube and place it in the left compartment. As he chooses another let him decide if it's the same or different. (He may need to touch the one in the first bowl.)

If different, provide him with a description of the ice cube and the location of the next compartment. In this manner, with less and less verbalization, the child will finish and then return all the ice cubes to the middle bowl to be mixed and ready for the next child.

### **POINTS OF INTEREST**

Texture and shape differences.

### **VISUAL ADAPTATIONS**

Use high color contrast for sorting.  
Adapt for blacklight use.



## ***SORTING BY SHAPE***

**VARIATIONS:** Sort the following items by shape:

Nuts: hickory, brazil, peanut, walnut, filberts, almond, pecan

Hardware: nuts, bolts, screws, nails

Jewelry: rings, cuff links, barrettes, pins

Shells

Buttons

Keys

Soaps

Silk or real flowers (use four vases)

Plastic animals

Coins

Silverware at home

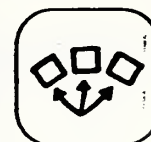
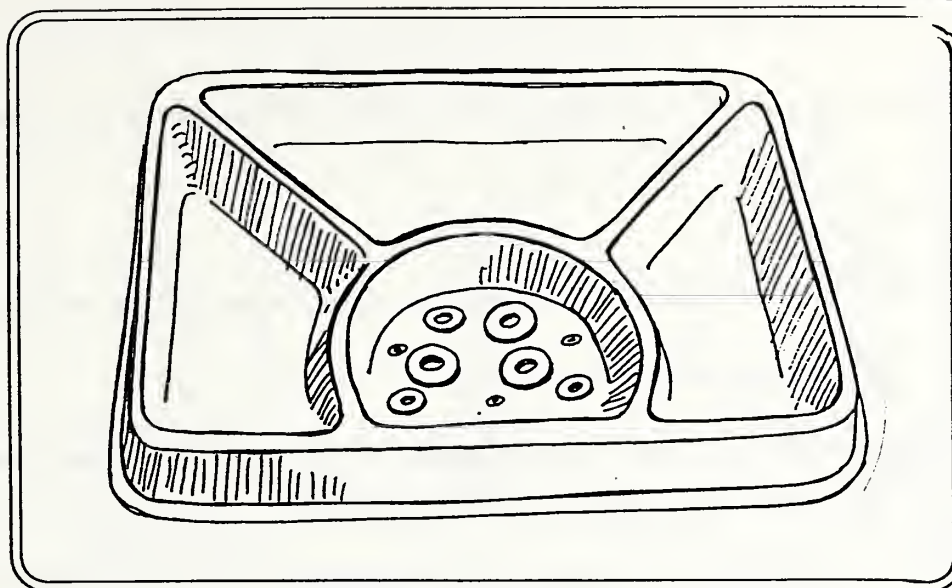
### **EXTENSIONS:**

**LANGUAGE:** Attributes and location descriptors (small, square, round, flat, smooth, rough)

**BOOKS:** My Hands, My World by Catherine Brighton, ©1984, MacMillan.

**PROBLEM SOLVING:** • Place only one plastic water-filled ice cube that is different in shape from those being sorted in the bowl. Does the child realize a matching item does not exist and therefore sorting of this particular item is not possible?

## **SORTING BY SIZE**



---

### **MATERIALS**

APH Sorting Tray; three each of three different sizes of washers.

---

### **EARLIER WORK**

Some "like and different" work.  
Matching pairs of shells or plastic animals.

---

### **PROCEDURE**

Explore the bowl of washers with the child, indicating the different sizes. Introduce the sorting tray, naming each compartment by location from left to right. Ask the child to pick up a washer and place it in the left compartment. As she chooses another, let her decide if it's bigger or smaller. (She may need to touch the one in the first compartment). If different, the key information to provide her with is the size description of the washer and the location of the next compartment. In this manner, with less and less verbalization, the child will finish the bowl and then return the washers to be mixed and made ready for the next child.

---

### **POINTS OF INTEREST**

Discussing the size differences of the washers.

---

### **VISUAL ADAPTATIONS**

Provide a piece of fabric of contrasting color to the bottom of the tray's compartments.

---

## ***SORTING BY SIZE***

**VARIATIONS:** Nuts, corks, coins, bolts, buttons, beads, wooden dowel discs of various sizes.

### **EXTENSIONS:**

**LANGUAGE:** Attributes: small, smaller, smallest, large, larger, largest, medium-sized, washer.

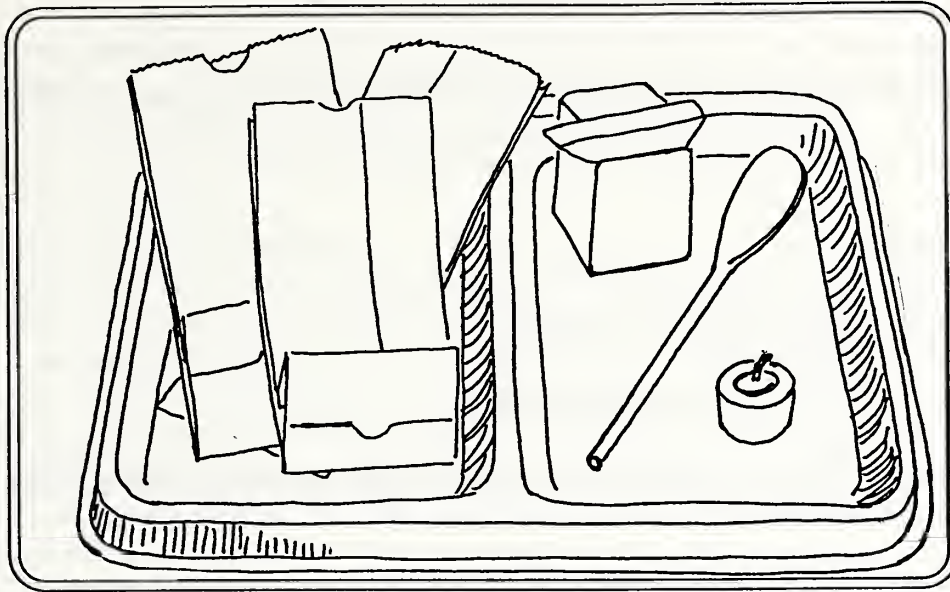
**MATH:** Counting all or each bowl.

**SENSORIAL:** Begin with items with obvious size differences, then gradually reduce the size proportions to make the task more complex.

**MUSIC:** "One of These Things is Not Like the Other" from Sesame Street--this is good as an introduction to like and different.

**PROBLEM SOLVING:**

- Place only one washer that is different in size from those being sorted in the bowl. Does the child realize a matching item does not exist and therefore sorting of this particular item is not possible?
- Can the child name something small? Something large?



### **MATERIALS**

APH Two-Section Tray; three different-sized bags; three objects that obviously go in each bag...a long wooden spoon in a long wine bag; a bar of soap or small scented candle in a tiny gift bag; and a box of juice in a lunch bag.

### **EARLIER WORK**

Any sorting activity. (The difficulty with this comes in the gentle handling of the bag.)

### **PROCEDURE**

Seated behind the child, the adult first describes the bags using key adjectives--"long, fat, and tiny," or "large, medium, and small." Let the child explore the three objects and place them, one by one, into the appropriate bags. Then have him remove the objects from the bags.

### **POINTS OF INTEREST**

Sound of the bag opening.

### **VISUAL ADAPTATIONS**

Glue on sandpaper silhouettes of the objects to be placed in the bags only if it is too difficult otherwise.



## **BAGGING AND BOXING**

**VARIATIONS:** Substitute boxes for bags. Many hotel facial soaps come in odd-shaped boxes and provide a sensorial interest.

### **EXTENSIONS:**

**LANGUAGE:** Bag, sack, box, into, out of.

**MATH:** One-to-one correspondence.

**SCIENCE:** Discuss the different types of bags--paper versus plastic--and their impact on the environment.

**SENSORIAL:** If using soap, smell the aroma of it.  
The feel of different bags.

**ART:** Paper bag puppets.

**BOOKS:** At the Stores by Colin McNaughton and Harlow Rockwell, ©1982, Putnam's.  
The Supermarket by Anne F. Rockwell, ©1979, MacMillan.  
The Little Store on the Corner by Alice P. Miller, ©1961, Abeland-Schuman.

**DRAMA:** Play grocery store.

**PROBLEM SOLVING:**

- Can the child identify some different functions of bags and various places they can be found?
- "If putting two items into a bag and one is heavier, which one do you put in first?"
- Take a trip to a grocery store.

## CARE OF THE PERSON

Adults care for themselves as a matter of course. Children yearn to care for themselves and relish the opportunity to practice the skills needed to be as self-sufficient and independent as the adults in their lives. The child's interest in the process and not the product is apparent as she will wash clean hands, button and unbutton a dressing frame, brush false teeth, and tie repeatedly even though the goal is accomplished.

In an early childhood setting children are naturally required to wash their hands throughout the day. The handwashing activity presented in this manual is available on the shelf to be carried to a table, but can also be set up at a table to be a stationary activity that the child chooses by donning the apron provided and taking the pitcher to the sink to begin her work. The child must remember a lot of steps to get through this work; a visually impaired child may have to be walked through it countless times. The reward in watching her finally go through it all by herself is great.

If having a child fetch water is a problem in the classroom, large water carriers or coolers sold at camping stores or a garbage can of clean water may be a solution. The water can always be dumped into a tall plastic kitchen trash can. The adult can empty it into a sink, or outdoors, during the day.

In helping the child on arrival and at dismissal time, keep the adult's role in mind. The way that we tend to grab children's coats for them and hang them up because it takes them so long is contrary to our goal because we work *so hard* preparing the rest of the environment with work that will promote the child's own independence. Once a child can button, zip or tie, she can be the one her friends ask for help. When a child asks for help zipping, simply help engage the zipper, then the responsibility of zipping shifts back to her.



## COMBING HAIR



---

### **MATERIALS**

A comb or brush (one for each child).

---

### **EARLIER WORK**

None.

---

### **PROCEDURE**

Show the child how to start in the middle of the part and comb down.

---

### **POINTS OF INTEREST**

The feel of the hair.  
The feel of the comb and brush on the scalp.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Have the child gently check hair with hand.  
Use a mirror with children who have some vision.

---



## **COMBING HAIR**

**VARIATIONS:** Use of a hairbrush; comb a wig; add curlers to a wig; braid.  
Comb a friend's hair.  
Use barrettes, hair clips, and pony tail holders.

### **EXTENSIONS:**

**LANGUAGE:** Straight, short, curly, long, locks, part, tangle, bangs, frizzy, permanent, blonde, brown, black, auburn.

**MATH:** Put barrettes, bows, etc. in the child's hair and let the child count the number of each.

**SCIENCE:** Feel the hair of different animals.  
"Is hair living or nonliving?"  
"How fast does hair grow?"

**GEOGRAPHY:** Discuss hair styles of different cultures.  
Feel hairstyles of dolls from different countries.

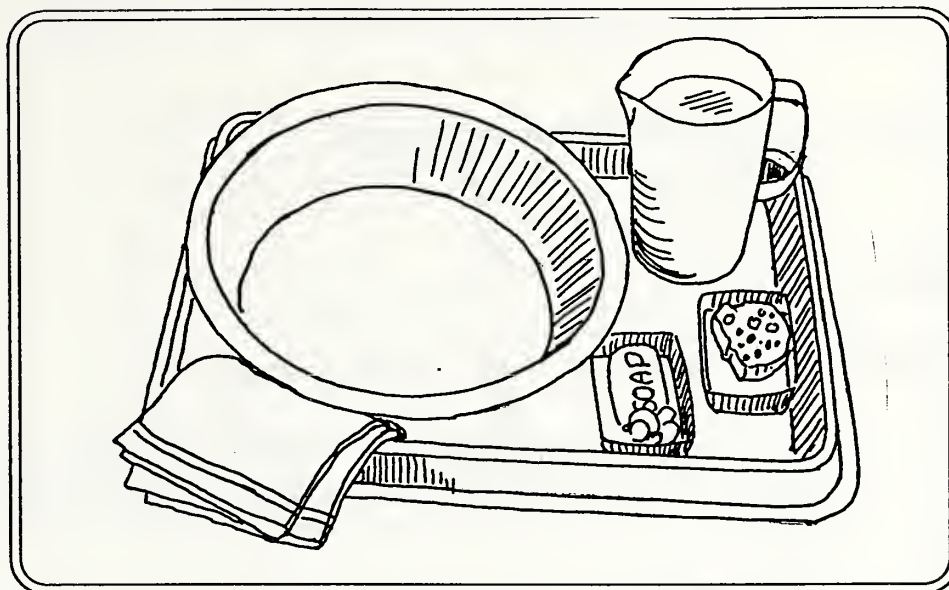
**SENSORIAL:** Put a piece of waxed paper on the comb and "play."  
Introduce the child to a bald visitor or a baby's bald head.

**DRAMA:** Play beauty shop or barber shop. Set up a center with curlers, wigs, combs, and an old-time hairdryer.

**PROBLEM SOLVING:**

- "What else can you use to groom your hair with, besides a comb?"
- "How do you take care of your hair?"
- "Why do people have hair? How is hair helpful or useful?"
- How many different colors of hair can the child name?

## HAND WASHING



### **MATERIALS**

APH Work Tray; an apron; bowl; pitcher; soap and soap dish; sponge; and a paper towel.

### **EARLIER WORK**

Use of Sponges.  
Wet Pouring.  
Folding.

### **PROCEDURE**

Walk the child through the motions of getting the water. If at all possible, it helps to anchor the sponge and soap dish. Orient the child to the set up, allowing time to wash and explore the work. When showing the child how to clean up, help to feel the spilled water, then sponge it up. Assist only as needed to dump the water.

### **POINTS OF INTEREST**

The child will like the feel of the water and the sound it makes when washing.

### **VISUAL ADAPTATIONS**

A raised line or tape on the inside of the pitcher can cue the child as to how much water to get.

## HAND WASHING

**VARIATIONS:** Add a fingernail brush and hand lotion.  
Face washing.

### EXTENSIONS:

**LANGUAGE:** Soap, water, bubbles, clean, dirty, dry, cold, warm, hot.

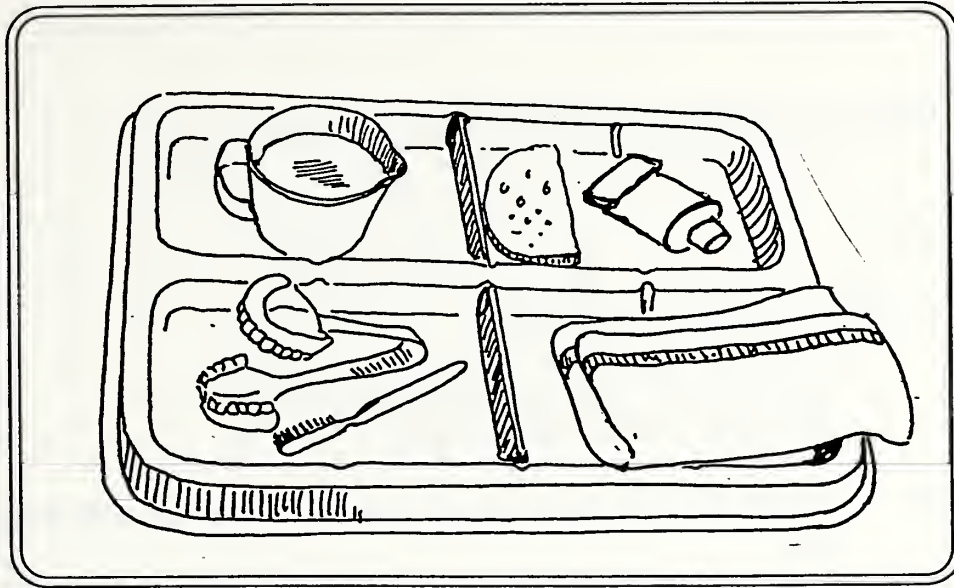
**MUSIC:** "Bathtime" (p. 4) in The Raffi Everything Grows Songbook: A Collection of Songs from Raffi's Album Everything Grows, ©1989, Troubadour Records, Limited.

**DRAMA:** Wash a baby doll.

**PROBLEM SOLVING:**

- "When is it necessary to wash your hands (e.g., after using the bathroom, before preparing food, after playing)?"
- "Why is hand washing important?" (To prevent the transmission of germs.)

## BRUSHING TEETH



### **MATERIALS**

APH Multi-Section Tray; toothbrush; false teeth; sponge; toothpaste; small pitcher; and a paper towel.

### **EARLIER WORK**

Hand Washing.  
Use of Sponges.  
Use of a utensil.

### **PROCEDURE**

Orient the child to the toothpaste. Have him fill the pitcher with a little water. Dip the toothbrush in the water and then squeeze the toothpaste onto the brush. Then brush the false teeth. A supply of paper towels can be provided for the child to use to wipe off the teeth. Finishing up the work then includes a tactile exploration to see if the teeth are clean as well as disposing of the used paper towel and excess water. Use a sponge to wipe the tray.

### **POINTS OF INTEREST**

Brushing false teeth! The sound of the brush.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.



## **BRUSHING TEETH**

**VARIATIONS:** Jumbo teeth and a jumbo brush.

### **EXTENSIONS:**

**LANGUAGE:** Wet, dry, brush, rinse, cavity.

**MATH:** Counting both the child's teeth and the false teeth.  
"How many teeth should adults have?"

**SCIENCE:** Identify the teeth (molar, cuspid, incisor) and describe what they do (grind, rip, tear).  
Explain concepts of "baby teeth" and "permanent teeth."  
Have a dentist come visit.

**MUSIC:** "Brush Your Teeth" (p. 16) in The Raffi Singable Songbooks, © 1980, New York, NY: Homeland Publishing.

**BOOKS:** Alligator's Toothache by Diane DeGroat, ©1977, Crown.  
Teeth by Michael Ricketts, ©1971, Grosset.  
My Dentist by Harlow Rockwell, © 1975, Greenwillow.  
The King's Toothache by Colin West and Anne Dalton, ©1987, Harper and Row.

**PROBLEM SOLVING:**

- "What happens if you don't take care of your teeth?"
- "Why do some people have and need false teeth?"
- "What foods keep your teeth strong (e.g., milk products)."
- Go to a museum to see teeth of animals.
- "How can teeth be straightened?"

## HANGING UP GARMENTS



---

### **MATERIALS**

Garment with a tab and a hook on the wall.

---

### **EARLIER WORK**

Orientation to the room.

---

### **PROCEDURE**

The child can be more successful if the garment has a tab on it. If no tab is present, use a safety-pin. The child needs to feel the hook, then slip her thumb under the tab. She then guides the tab to the hook. If the hook is like an eye hook, the child needs to be shown to lift the tab up and over the end.

---

### **POINTS OF INTEREST**

Independence; accomplishment.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Mark child's hood with a textured swatch.

---

## **HANGING UP GARMENTS**

**VARIATIONS:** The child can hang up hangers with coats on them. She can be shown how to put a coat on the hanger, but she doesn't have to necessarily be able to button, zip, etc. When putting the coat on the hanger, place it on a table, put the hanger in the sleeves, fold each side carefully to the middle, then fasten. Without fastening, the garment will stay on the hanger if the child is directed to grasp the lapel area and tug down on the garment while holding the hanger, thus bringing the collar up snug to the hanger's neck.  
Hang up bags or backpacks.

### **EXTENSIONS:**

**LANGUAGE:** Hang, hook, tab, coat.

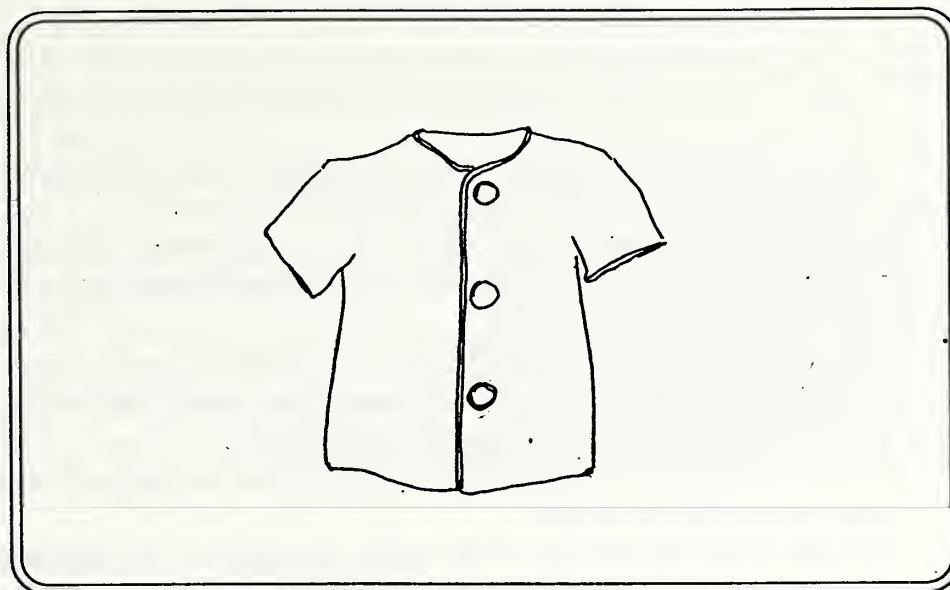
**SCIENCE:** This work lends itself to discussions of weather and seasons.

**SENSORIAL:** Use different types of hangers (plastic, padded, or wire) and garments of different weights.

**MUSIC:** To the tune of "Mulberry Bush" sing:  
"This is the way we hang up our coat. . ."  
or  
"This is the way we zip up our jacket. . ."

**PROBLEM SOLVING:**

- Can the child deal properly with a coat sleeve turned inside out?
- Can the child identify the differences between a coat and a sweater?
- Can the child recognize her coat amidst her friends'?

**MATERIALS**

Clothing with various types of fasteners (e.g., zippers, buttons, etc.)

**EARLIER WORK**

The child needs to have fairly well developed fine motor skills.

**PROCEDURE**

The child will get more information from his introduction to various fasteners if the adult is working with his hands over the child's. Provide self-help cues, reducing adult intervention with each repetition.

**POINTS OF INTEREST**

Independence.

**VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Use color contrast.  
Physical and verbal prompts.



## **DRESSING**

**VARIATIONS:** Introduce the child to a variety of fasteners such as:

**Velcro:** This is a good one to start with, using the child's shoe if no frame or vest is available.

**Snap:** Three snaps are good. This provides an auditory reward.

**Button:** One large button is less exasperating than 4-5 smaller ones. Talk with the child, identifying what his fingers are doing (pushing, pulling the button through) and specify which hand he is using.

**Zipper:** This work is learned in two stages. Initially the adult can engage the zipper allowing the child to practice zipping up and down before working on feeding the zipper. That will require much more hands-on-hands guidance.

**Buckle:** This is a complicated process which requires some hand strength to pull back the strap and release the tongue.

**Pinning:** Kilt pins make this concept a little clearer although they too require considerable hand strength. Direct the child who needs to build up his strength back to playdough, basters, or syringes, nuts and bolts.

**Tying:** In a visual classroom we use thick white and black shoelaces that are fused together with the help of a match, and the seam is then reinforced with some plastic tape. The children tie them around their thighs (and around your thighs, too!). For a blind student we suggest using two laces that vary in thickness and texture (excluding leather laces which are impossible to tie).

**Lacing:** This is stringing with a purpose and is a complicated task made easier with the same string as used in tying, the one with two different thicknesses and textures. Tie it into the lower eyelets of a shoe, half on each side, so that lacing is isolated and not mixed with centering the string.

Use dressing frames, doll clothes, dress-up clothes.

Have children help each other put on their jackets, coats, etc. on.

## **EXTENSIONS:**

**LANGUAGE:** Opened, closed, buttonhole.

**SENSORIAL:** Sorting buttons by size, shape and color.

**BOOKS:** Jesse Bear, What Will You Wear? by Nancy White Carestrom, ©1986, MacMillan.

**PROBLEM SOLVING:** • Turn the sleeves inside-out on a jacket; can the child turn them right-side-out?

## ***CARE OF THE ENVIRONMENT***

These activities help children develop their concentration and attention span. Young children are naturally drawn to the water activities and water has a calming effect on most children. It needs to be emphasized that young children are more interested in the process rather than the product. An adult would never consider washing a dish unless it was dirty! However, children delight in washing the same dish over and over. Children also enjoy this work because they are imitating adults.

An important function of these activities is to help children learn to complete a job and follow a logical order. One cannot dry a dish if it has not been first washed. The clean-up helps strengthen the child's sense of community by taking the responsibility of getting ready for the next person.

As stated above, younger children are interested in process; however, older children are becoming more interested in the product. The young child repeats an activity to gain mastery, but the older child tends to do the work to fulfill a goal such as clean-up after a snack. Thus, the older child begins to have a real sense of ownership in the classroom.

- OTHER ACTIVITIES:***
- watering plants
  - washing leaves
  - care of pets
  - gardening
  - chair or table scrubbing
  - washing objects in the classroom
  - washing, polishing cloths
  - folding towels, polishing cloths, etc.
  - washing windows
  - cleaning the blackboard
  - sweeping the floor



## USING THE HAND FOR SWEEPING



### **MATERIALS**

Table or countertop; cup filled with fluorescent aquarium gravel.

### **EARLIER WORK**

None.

### **PROCEDURE**

Pour aquarium gravel onto the table. With the dominant hand cupped, the child will then start at the top left-hand corner of the table and slowly slide the hand toward the edge of the table, gathering gravel along the way. The child will continue this process until all the gravel has been swept into her other hand which is positioned against the edge of the table to catch the gravel. Once all the gravel has been collected, it can be placed back into the cup.

### **POINTS OF INTEREST**

Feeling the gravel in the hand.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Assist the child in tactually searching the surface.



## **USING THE HAND FOR SWEEPING**

**VARIATIONS:** Clean up after making a mess; take the trash to the waste basket; use a dust pan with a brush, a Dustbuster, or silent butler.  
Spill beans, rice, etc. on the table.

### **EXTENSIONS:**

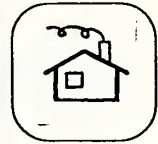
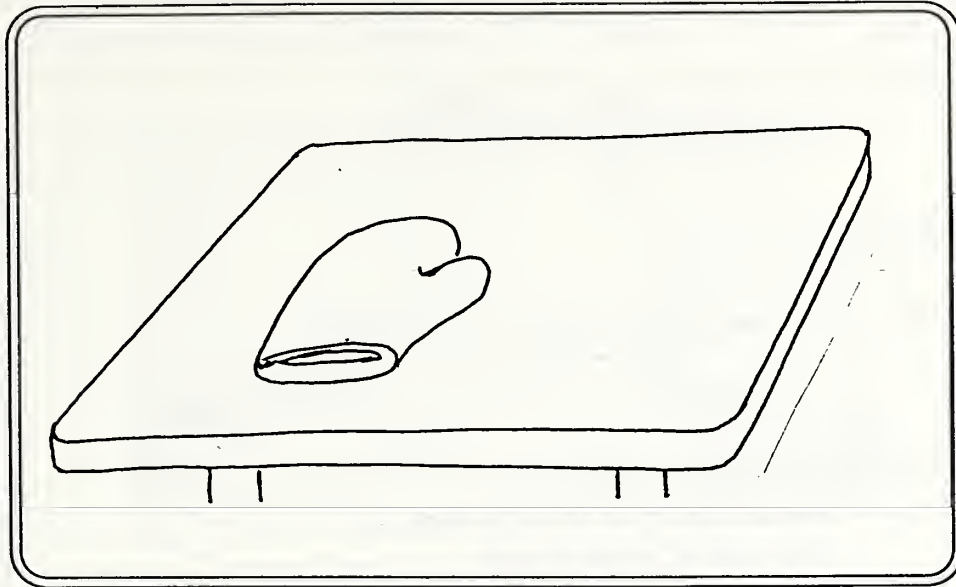
**SCIENCE:** Discuss recycling.

**ART:** Art made from throwaways.

**SENSORIAL:** Sweep items of varying texture into the hand.

**PROBLEM SOLVING:** • Ask the child to estimate how many sweeps of the hand will be necessary to clean the gravel, beans, etc. Have another child count the actual sweeps needed.

## DUSTING



---

### **MATERIALS**

Dust cloth or mitt on a tray.

---

### **EARLIER WORK**

Using the Hand for Sweeping.

---

### **PROCEDURE**

If dusting a table or shelf, remove the objects onto the floor in the same order as on the shelf. (You may wish to discuss where things were placed.) With the dust cloth, using even motions, start at the top left and wipe left to right, top to bottom. Replace the objects on the shelf.

---

### **POINTS OF INTEREST**

Doing a "grown-up" job.

---

### **VISUAL ADAPTATIONS**

Visually impaired individuals are not necessarily going to see dust. Therefore, a discussion of general cleaning and what to dust is appropriate. It is important to do this activity systematically as dust is difficult to feel, unless the surface is quite dusty.

---

## **DUSTING**

**VARIATIONS:** Use a feather duster or a lint brush.  
Clean lunch tables or window sill.

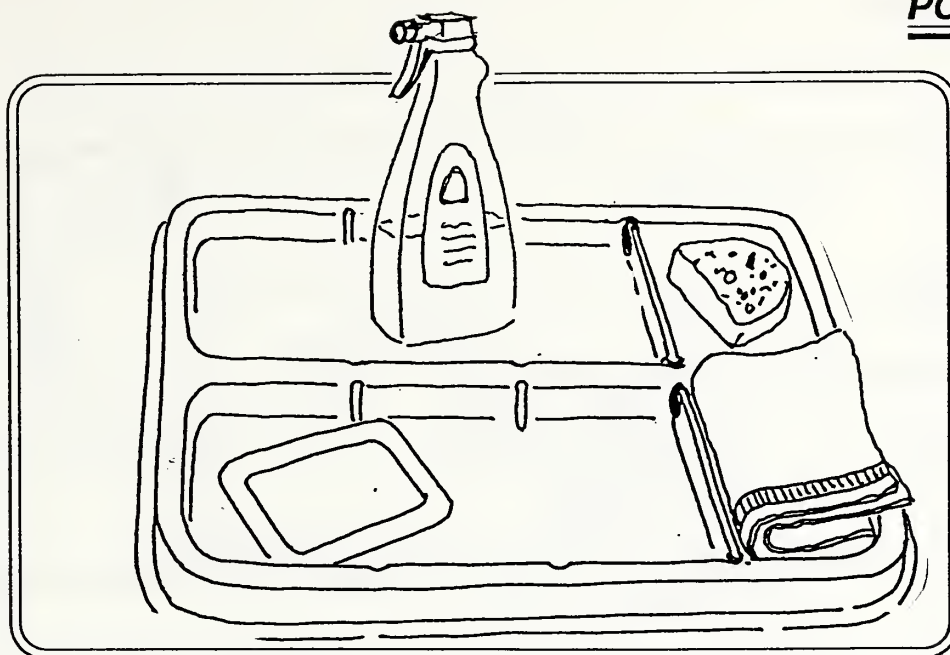
### **EXTENSIONS:**

**LANGUAGE:** Dust, wipe, cloth, gritty, clean, and dirty.

**MATH:** Counting objects removed from a table when dusting.

**SENSORIAL:** Dust is gritty to the hands.  
Feel a table top to check for dust.  
The smell of polish if used.

**PROBLEM SOLVING:** • Why do we dust and clean (e.g., to maintain order in our houses, etc.)?



**MATERIALS**

APH Multi-Section Tray small mirror; paper towel; sponge; spray bottle with water or glass cleaner.

**EARLIER WORK**

Dusting.

**PROCEDURE**

Squirt the glass cleaner (watered down) onto the mirror. Make sure the child knows which direction the sprayer should be facing. Wipe off with a paper towel, using a left-to-right, top-to-bottom motion, being sure to cover the entire glass surface of the mirror.

**POINTS OF INTEREST**

Sound of the spray.

**VISUAL ADAPTATIONS**

Mark the spray bottle with puff paint or other texture to indicate the side the spray will come out.



## **POLISHING**

**VARIATIONS:** Silver polishing; polishing wooden objects or sculpture; polishing the furniture; polishing shoes.

### **EXTENSIONS:**

**LANGUAGE:** Classify by glass, wood, or silver; squirt, dry, streaks.

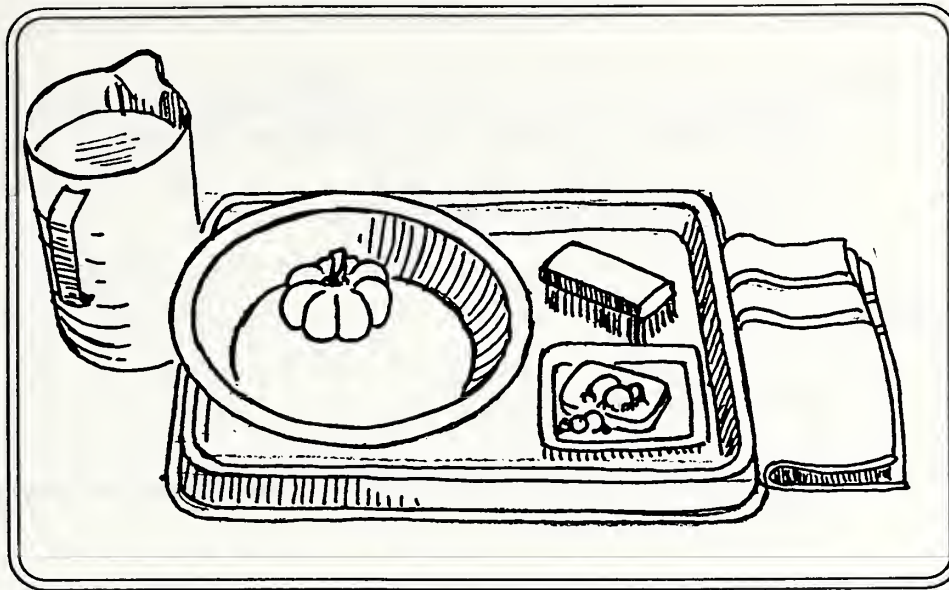
**SCIENCE:** Put wood, silver, and glass in a sunny window. After 30 minutes, feel them for temperature differences.

**ART:** "Stained glass" windows with outlines in black construction paper and tissue paper between the outlines.

**MUSIC:** "Whistle While Your Work" from Snow White and the Seven Dwarfs, words by Larry Morey, music by Frank Churchill.

**PROBLEM SOLVING:** The visually impaired child can ask a visual child to check his work. This can help promote cooperation, socialization, and team work. Talk about what mirrors are for and why they are useful/helpful to us.

<p><b>NOTE:</b> A word needs to be said here about polishes. The following are considered "relatively" non-toxic: Baker's metal polish, Guardman's wood polish, and E-Z Est silver polish. Gold Seal's Glass Wax is not non-toxic; it can be watered down and still work. Cooking oils can be used for furniture.</p>
---

**MATERIALS**

APH Work Tray; dishpan; pitcher; bar soap; small scrub brush; towel; sponge; and medium-sized pumpkin (child can lift it). This work is usually set up at one table where it can remain stationary.

**EARLIER WORK**

Wet Pouring.  
Hand Washing.

**PROCEDURE**

It will be helpful if the sponge, brush and soap all have containers that are stabilized with nonskid backing. The child will fill the pitcher with water and return to pour it over the pumpkin. He can then soap up the brush and scrub as long as he is interested. To rinse, the pitcher is filled a second time with clean water and poured over the pumpkin. The pumpkin is then removed to a towel (beneath the table) where it is dried. The child will then dump the two basins of water and return the pumpkin to the pan.

**POINTS OF INTEREST**

Water work; auditory interest; scrubbing with the brush.

**VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

## **SCRUBBING**

**VARIATIONS:** Many things can be scrubbed such as rocks, large conch shells, turban squash, and large plastic dinosaurs, and dolls. Also tables, chairs, floors, and steps are great to scrub.

Use various types of scrubbing brushes.

### **EXTENSIONS:**

**LANGUAGE:** Wash, scrub, rinse, and dry.

**SCIENCE:** Discuss where the stem of the pumpkin is and its function; grow pumpkins; define fruit and vegetable.

**SENSORIAL:** Tasting pumpkin seeds and pie; smelling the pumpkins; sorting little plastic pumpkins by size (these can be bought from bakers' supply stores).  
Toast and eat pumpkin seeds.  
The feel of brushes with water and soap on them.

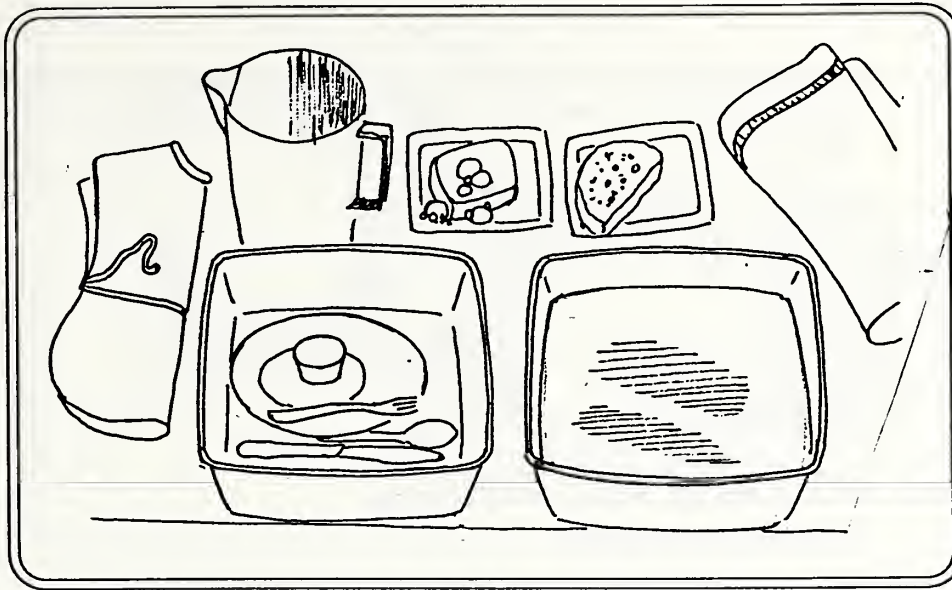
**ART:** Collage of pumpkin seeds.  
Tracing and gluing seeds over pictures or raised pictures; can do so by tracing a picture with glue and letting that dry. The child is able to feel the picture and then glue on the seeds.

**MUSIC:** "Pumpkin Patch" (p. 71) in Holidays and Special Days: A Sourcebook of Songs, Rhymes and Movements for Each Month of the School Year by Grace C. Nash and Janice Rapley, ©1988, Alfred Publishing, Inc.

**PROBLEM SOLVING:**

- Can the child tell when the job is finished? Find a beginning point that is distinguishable.
- "What foods should be scrubbed before eating (e.g., potatoes, etc.)?"

## DISH WASHING



### **MATERIALS**

A set of dishes, two dishpans, a pitcher, a drainer  
a container with soap, a sponge, a dishrag, a towel, and  
an apron.

### **EARLIER WORK**

Scrubbing.

### **PROCEDURE**

Fill the dishpan with warm soapy water. Fill the second  
dishpan with clean rinse water. Wash one dish at a time  
using a dishrag. Rinse. When all the dishes have been  
washed and rinsed, place them in the drainer. Dry and  
place back on tray. (Before the dishes are used again  
the teachers should make certain the dishes are thor-  
oughly sanitized with bleach.)

### **POINTS OF INTEREST**

Doing a task that the child's parents do.

### **VISUAL ADAPTATIONS**

The auditory interest in any water work can be  
distracting for a visually impaired child and verbal  
prompting may be required intermittently to recapture  
his attention to and focus on the task.

Use brightly colored plates and glasses.



## **DISH WASHING**

**VARIATIONS:** Cloth washing on a scrub board is very popular because the wash board gives great auditory and tactile feedback. Doll washing is also fun, especially if there is hair to wash.

### **EXTENSIONS:**

**LANGUAGE:** Dishpan, rinse, pour, scrub, "doing the dishes," dry.

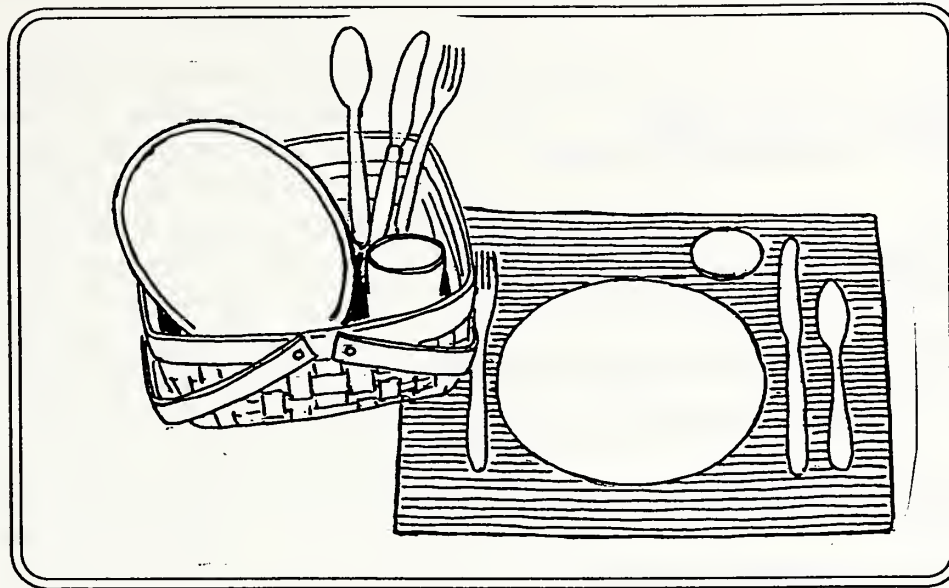
**MATH:** Count the dishes.

**SENSORIAL:** The feel of liquid soap versus bar soap.  
Different scents of soap.

**DRAMA:** Playing house.

**PROBLEM SOLVING:**

- "Why do we need to wash dishes, clothes, etc.?" (This might not be readily apparent to a blind child.)
- "What are things in the classroom and at home that need to be washed?"



**MATERIALS**

A plastic placemat; a mini-picnic basket or tray with a plate, glass, napkin, and eating utensils; sandpaper silhouettes of plate, glass, napkin, and utensils.

**EARLIER WORK**

Sorting.

**PROCEDURE**

The child can carry the placemat to the table. Then the child can return to get the basket. The basket goes to the left of the mat. Take out the fork and find its silhouette. Do the same with the rest of the utensils, then the glass and napkin. As a final step, have the child set the table without the silhouettes.

**POINTS OF INTEREST**

Doing "grown-up" jobs.

**VISUAL ADAPTATIONS**

Use high-contrast color silhouettes with no texture.

## **TABLE SETTING**

**VARIATIONS:** Use doll dishes.  
Set the table for a meal.

### **EXTENSIONS:**

**LANGUAGE:** Table setting, left, right, middle.

**MATH:** Counting; matching; sequencing.

**SENSORIAL:** Clanking of the silverware.

**DRAMA:** Pretend dinner party.

**PROBLEM SOLVING:**

- "What do you do with a cup and saucer?"
- "What do you do if there are two spoons and two forks?"
- Have the children practice setting the table at appropriate times throughout the day, such as lunchtime, snack, etc.
- "Who sets the table at a restaurant?"

## *FOOD PREPARATION*

Food preparation can be an exciting activity in the classroom. In any of this work (unlike art work) the product is certainly as important as the process. This area of the classroom is a wonderful place to practice many of the everyday living skills (cutting, spreading, pouring, twisting, etc.). The result, in the form of a snack or treat, is so rewarding!

Food can be used in many ways in the classroom. Usually it is either an individual snack (of which each child has one per day), or simply food preparation that can be either shared at once with friends in the classroom or else combined with other students' efforts to produce a communal meal (tossed salad, fruit salad, vegetable soup).

Part of helping the child on the road to independent living is to help him to learn to assess for himself if he can choose a snack. When the chairs at the snack table are occupied then he can choose some other work and check again later.

The same snack is usually served for a week. On Monday morning it can be introduced either individually or to the group. Then the variations that follow throughout the year need not be re-introduced. Once the child has spread soft cream cheese or homemade butter on crackers, the same procedure will be used to spread peanut butter on graham crackers.

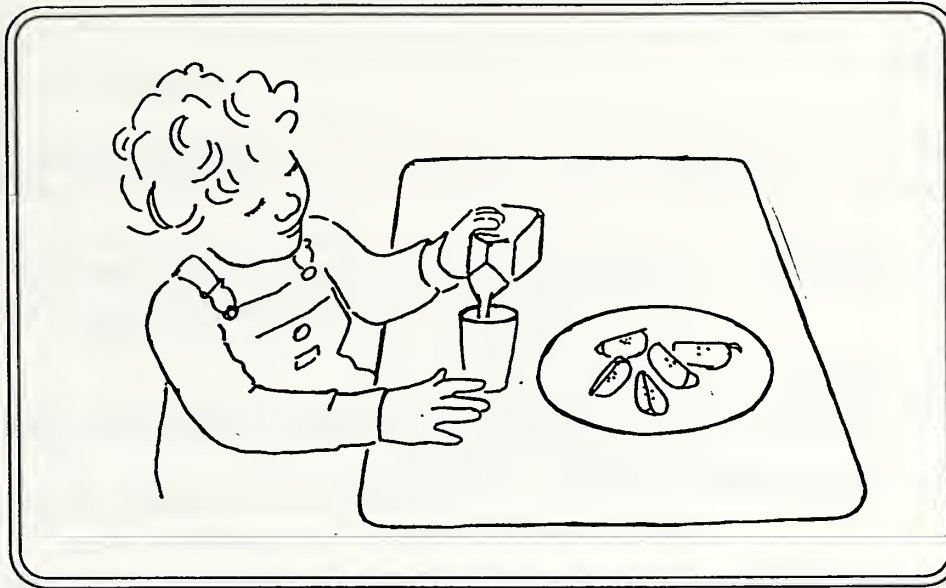
Hors d'oeuvre knives are a good size for children to control when spreading. Some are even serrated and will do fine to cut strips of carrots or celery. Paint palettes are good snack trays for grapes, cheese cubes or melon balls. Hot soups can be kept hot in a crock pot in the office if a microwave is unavailable, then a serving bowl on the children's snack table can be replenished as needed. Old melmac saucers are good for chips and dip ( in the center ).

Hand washing is a necessary prelude to any food preparation activity. Provide a stationary basin or dishpan filled with water and soap. This station, when strategically placed next to a food preparation setup makes hand washing convenient and quick--remember to hang a towel nearby.





## PREPARING AN INDIVIDUAL SNACK



### MATERIALS

Three stations: *snack preparation table* with food, glasses, plates, utensils, small trays; *snack table* complete with flowers, a small plastic pitcher containing a drink, napkins, and a sponge for spills; a stationary *dishwashing setup* with two basins (clean with soap and rinse with water).

### EARLIER WORK

Dry Pouring; Wet Pouring; Use of Spoons; Twisting.

### PROCEDURE

The child first washes her hands. After identifying the snack layout (glasses, trays, food, utensils), the child prepares a snack. Walking with her snack to the table, the child can then pour her drink from a small pitcher. After eating, the child will then wash her dishes. (The three stations are a permanent part of the classroom that the child, with repeated use, will learn to locate independently.)

### POINTS OF INTEREST

Eating; smell of food; and using cooking utensils.

### VISUAL ADAPTATIONS

Use brightly colored plates, utensils, food, etc.  
Walk the child through the procedures several times.

## PREPARING AN INDIVIDUAL SNACK

### VARIATIONS:

Various Sequenced Skills: This is an open-ended area. Presented below is a list given in sequence. As with other skills, use of the hands precedes the use of utensils.

<b>HAND</b>	Tearing lettuce, peeling bananas, plucking grapes from the bunch, or adding toothpicks to cubes of cheese, grapes, etc. The hand can also be used for kneading--clay is a good introduction.
<b>PEELING</b>	A banana cut in half; eggs.
<b>SPOON</b>	Spooning dry ingredients such as raisins; then spooning wet ingredients such as applesauce.
<b>SPREADING</b>	Using a short, broad knife, spread soft items such as cream cheese spread or peanut butter, or use a spatula for icing.
<b>CUTTING</b>	Start with a dull knife and slice bananas, cheese and melons. Then go to apples with a serrated knife. Much later, add a sharp knife with celery and carrots. Use cookie cutters to cut shapes out of bread or toast. Core an apple.
<b>ROLLING</b>	Use a rolling pin to roll out dough.
<b>GRINDING</b>	Using a pestle and mortar, grind oatmeal, nuts, graham crackers, and spices.

**COMMENT:** Once the child is successful with separate skills, then these can be combined. For example, the cheese can be cut into cubes, then the toothpicks can be added.

### Various Sequenced Snacks:

1. Grapes (fingers)
2. Peanuts, raisins, oyster crackers (fingers)
3. Popcorn (scoop)
4. Chips and salsa (spoon salsa over chips)
5. Sliced bananas (knife)
6. Strawberries and yogurt dip (fingers and spoon)
7. Any vegetable and dip (fingers and spoon)
8. Apples (cored) with or without dip
9. Celery and peanut butter (knife)
10. Cereal (spoon)
11. Soup (spoon, ladle)
12. Spreading icing and butter on graham crackers (knife)
13. Spread peanut butter or cream cheese (knife)
14. Toast (remove with tongs and cut with cookie cutter)
15. Salad with dressing.
16. Specialties: Chinese: noodles, rice with butter, tea and honey in Chinese teapot; African: couscous with butter, peanut butter soup; Mexican: burritos with salsa.

## PREPARING AN INDIVIDUAL SNACK

### VARIATIONS: (continued)

#### Selected Snack Procedures:

1. Popcorn and drink--large container with popcorn and small scoop; bowls, trays and glasses. Child will scoop until her bowl is full and then carry the tray with bowl and glass (filled by the teacher) to the table.
2. Apple and yogurt dip and drink--halve apples across center and place in shallow dish with lemon juice; provide two cutting boards, two apple corers, bowl of yogurt dip, small bowls, trays and glasses. Cores can be collected in separate container or put in trash.
3. Cookies to ice (good for holidays)--basket of butter cookies and drink, cutting board to spread on, two small spreaders, two bowls of icing, trays and glasses.
4. Cereal and milk (no drink)--large container of dry cereal, scoop, metal spoons, trays and bowls. On snack table beside carafe of milk is a small pitcher. Child fills small pitcher and then pours onto cereal.
5. Vegetable soup, crackers, and drink. For two days children work collectively to cut up whatever vegetables they choose. In a crockpot, begin cooking tomatoes, onions and water, adding vegetables as they are cut up. (May need to take home to cook thoroughly.) Serve from large ceramic bowl with large ladle..
6. Tossed salad, crackers and dressing--in the same way as soup or fruit salad, work for a day or two to tear lettuce and chop vegetables. Serve tossed salad in large bowl with small tongs; nearby, have a small bowl of salad dressing with a small ladle, a basket of crackers, metal forks, bowls, trays and glasses.

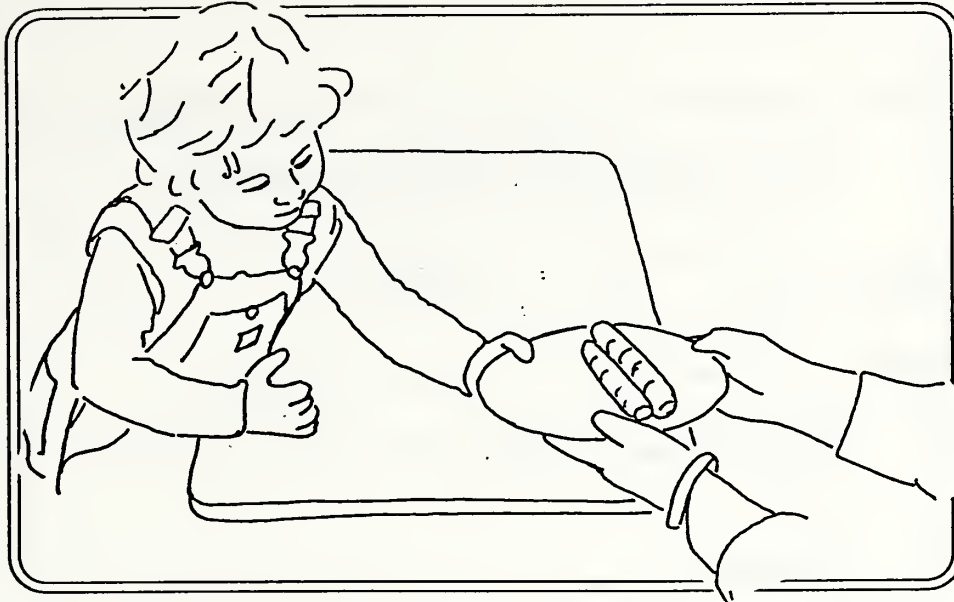
### EXTENSIONS:

**MUSIC:** "Peanut Butter and Jelly" (p. 160) in Musical Games, Fingerplays and Rhythmic Activities for Early Childhood by Marion Wirth, Verna Stassevitch, Rita Shotwell, and Patricia Stemmler, ©1983, West Nyack, NY: Parker Publishing, Inc.





## PREPARING AND SERVING



### **MATERIALS**

APH Work Tray; large bowl for food; separate bowls (one to serve from and one for refuse--apple cores, egg shells, etc.; utensils (e.g., knife, nutcracker, apple corer); sponge for cleanup; and a cutting board.

### **EARLIER WORK**

Depending on the snack prepared: spooning, spreading, twisting, cutting, etc.

### **PROCEDURE**

Have the child first wash his hands. Introduce the child to the table setup; explain that the snack he is about to prepare is not a treat for himself, but food he will offer to a friend. After the snack is prepared, the child will approach a classmate and ask, "Would you like one?" The child may then return to prepare another snack or else finish by cleaning up the tray so it is ready for the next person.

### **POINTS OF INTEREST**

Playing host or hostess  
Offering a treat to a friend.  
Working with food.

### **VISUAL ADAPTATIONS**

Assist the child with verbal and physical prompts.

## **PREPARING AND SERVING**

**VARIATIONS:** The work can be set up as a separate station or else set up as self-contained work on a tray.

Serve a number of snacks to friends seated at a table.

### **EXTENSIONS:**

**LANGUAGE:** Please, thank you, you're welcome, no thank you.

**BOOKS:** Please and Thank-You Book by Richard Scarry, ©1973, New York: Random House.

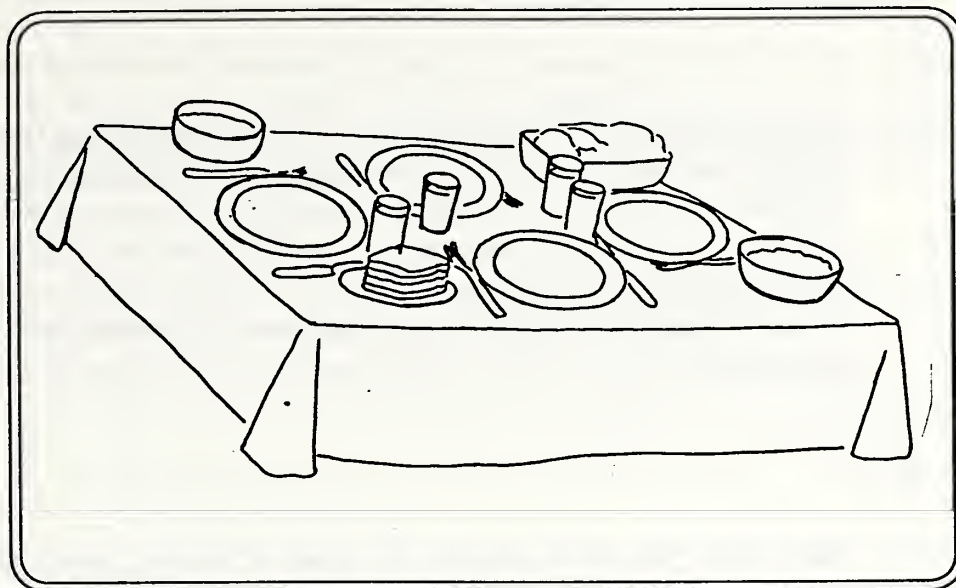
**GAMES:** Hot Potato.

**DRAMA:** Have a tea party.

**PROBLEM SOLVING:**

- "Who might serve food (e.g., waiter, waitress, parents at a party)?"
- "Why can't you serve yourself at a restaurant?"
- Talk about different types of restaurants and serving options such as fast foods, sit-down restaurants, cafeterias, etc.
- Take a field trip to a restaurant.

## PREPARING A COMMUNAL MEAL



### **MATERIALS**

Hand washing station; assortment of foods to prepare; assortment of utensils; a large table; and a dishwashing station.

### **EARLIER WORK**

Preparation an Individual Snack.  
Passing and Serving.

### **PROCEDURE**

First, the child will wash her hands. The child will then cut, core, or crack as long as she wants and place the food and garbage in the appropriate bowls. It is then collected and refrigerated or placed in a crock pot by the adult. The final product can be eaten together or served as an individual snack the next day. Finish by having the child assist in washing the dishes.

### **POINTS OF INTEREST**

Eating with others.  
The smell and taste of food.  
The use of various cooking utensils.

### **VISUAL ADAPTATIONS**

Use brightly colored plates, utensils, food, etc.  
Describe the placement of the food on the plate and table to the child.



## **PREPARING A COMMUNAL MEAL**

**VARIATIONS:** This work is good for three or four times a year--especially at Thanksgiving when it is nice for everyone to share a meal together. Vegetable soup, fruit salad, ambrosia, waldorf salad, applesauce, a tossed salad or stir-fry dish provide ample ingredients that need to be prepared. Assembling an hors d'oeuvre tray for a parents' night can be fun also.  
Provide a longer table and several cutting boards to accomodate two or three workers at a time.

### **EXTENSIONS:**

**LANGUAGE:** Meal, share, pass, serve, prepare, fix; names of utensils; names of various foods.

**MATH:** Count the number of place settings on the table.  
Count the number of helpings of a particular food one has had during the meal.

**PROBLEM SOLVING:** • "If you cannot reach a bowl of food that you would like, what is the polite thing to say?"

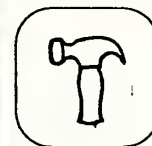
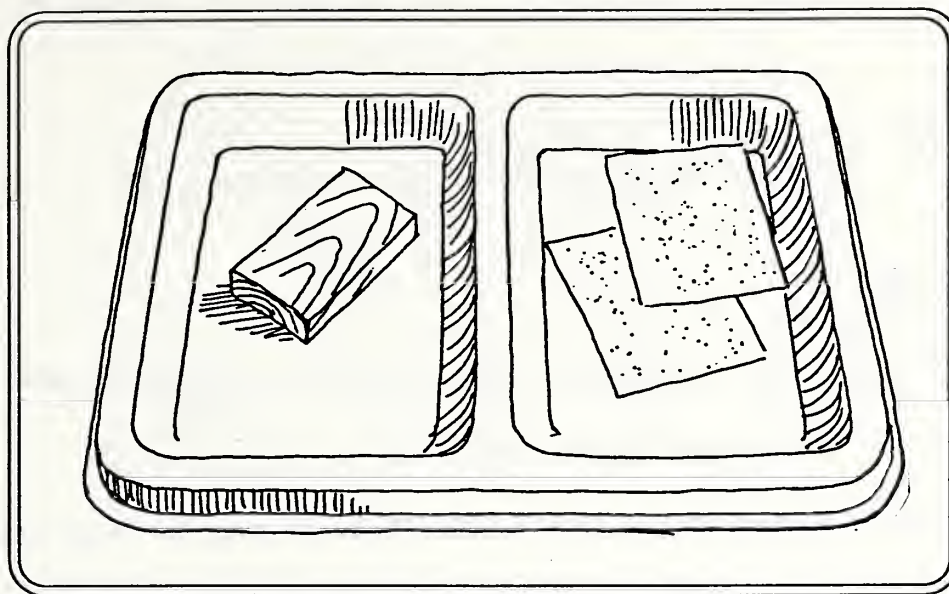
## ***WORK BENCH ACTIVITIES***

Work bench activities are excellent for fine motor coordination, and, the child enjoys doing "grown-up" work. While these activities will lead to construction it is important to remember that the young child is interested in the activity for its own sake. While hammering nails into a piece of clay does not sound thrilling to us, a young child can be absorbed with doing this task over and over again.

Each skill is learned separately; then, a given skill can be integrated into a more complex skill by combining two or more skills. For example, hammering and drilling are learned separately. However, later a child can drill a hole and hammer a small dowel into it.

This manual covers only a few of the possible activities. Others are drilling, sewing, and weaving. What you do will depend on the coordination of the children and how vigilant you can be.



**MATERIALS**

APH Two-Section Tray; a block of soft wood (e.g. pine); square of sandpaper.

**EARLIER WORK**

None.

**PROCEDURE**

Have the child hold the piece of wood with the her left hand, pick up the sandpaper with the right hand and move it back and forth along the edges. Feel the wood to see if it is smooth.

**POINTS OF INTEREST**

This is a simple task and can be enjoyed for the feeling of the smoothness after sanding, the noise that rubbing makes, and feeling the heat that hard rubbing makes.

**VISUAL ADAPTATIONS**

Hand-over-hand demonstration.



## **SANDING**

**VARIATIONS:** Use different grades of sandpaper.  
Provide several shapes of wood to use for pounding nails.

### **EXTENSIONS:**

**LANGUAGE:** Rough, smooth, coarse, fine, friction, splinters, sand, sandpaper.

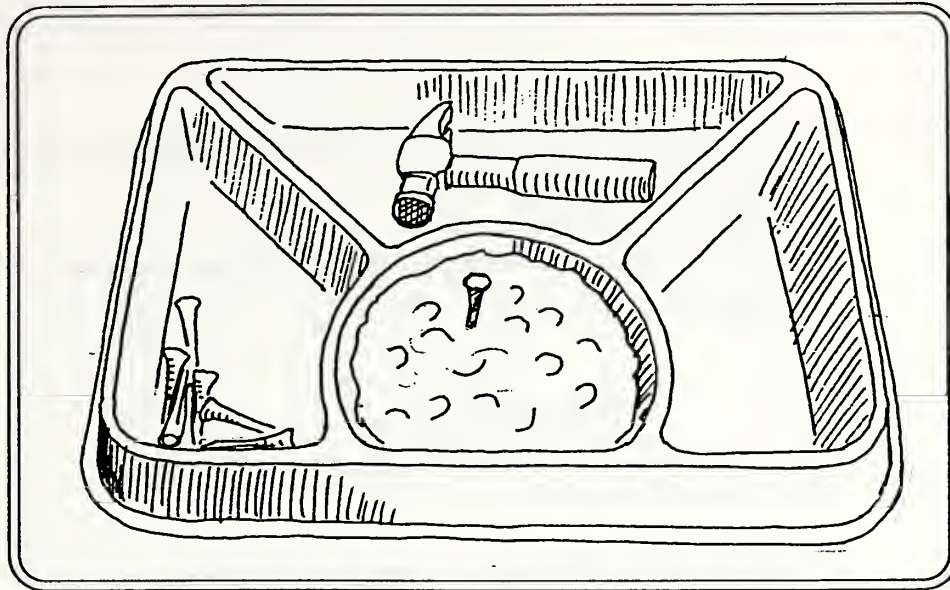
**SCIENCE:** Discussion of heat from friction.

**SENSORIAL:** Grade sandpaper from coarse to fine; sort things by "rough" and "smooth."

**ART:** Use crayons on sandpaper, turn over and place sandpaper on a new T-shirt or towel, then iron.

**PROBLEM SOLVING:**

- "Where does wood come from?"
- "For what do we need wood (e.g., for building houses, floors, furniture; heating purposes, etc.)?"

**MATERIALS**

APH Sorting Tray; wooden golf tees; clay; and a wooden mallet.

**EARLIER WORK**

None.

**PROCEDURE**

Place golf tee on the clay; holding it in the non-dominant hand about an inch from the top. Feel the top and gently pound it with the mallet. Continue with the next peg. Remove the tees and put the tees back in left compartment. Press clay over holes.

**POINTS OF INTEREST**

Feeling the clay, after the tees have been removed; the sound of the mallet striking the tee.

**VISUAL ADAPTATIONS**

Use fluorescent playdough with contrasting golf tees.

## **HAMMERING**

**VARIATIONS:** Hammer dry wall nails into clay; pegs into styrofoam; nails into a tree stump; clothespins into playdough or clay.  
Use different weights of hammers.  
The child can be in various positions: kneeling on both knees, kneeling on one knee, etc.

### **EXTENSIONS:**

**LANGUAGE:** Head, claw, strike, point.

**MATH:** Comparing and/or measuring the length of the nails.

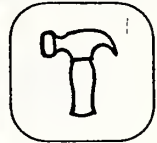
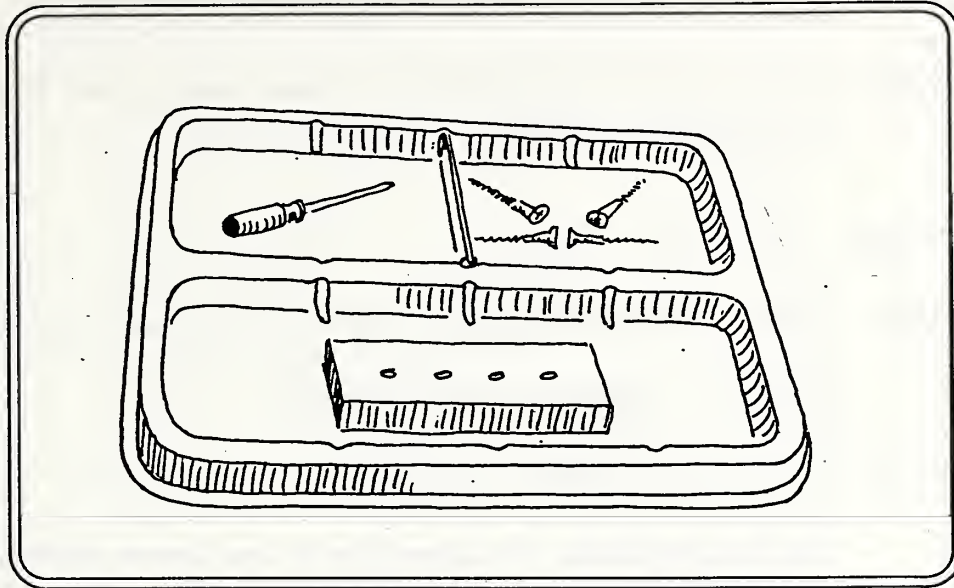
**SCIENCE:** The principle of the lever as shown by the removal of a nail.

**ART:** Nails on wood in a pattern with colored string.

**BOOKS:** My First Tool Books: My Hammer by Lyn Sandow, ©1988, Warner Juvenile Books Edition.

**PROBLEM SOLVING:** • "Who uses hammers and nails (e.g, carpenters)?"  
• "What other types of things are used to hold items together?"

## SCREWDRIVER



---

### **MATERIALS**

APH Multi-Section Tray; a piece of wood with pre-drilled holes; 4 or 5 screws; screwdriver.

---

### **EARLIER WORK**

Twisting.

---

### **PROCEDURE**

Show the child how to turn the screw as far as possible by hand and then to place the screwdriver in the groove. It may help to hold the screw head between the thumb and the index finger to keep the screwdriver from popping out of the groove.

---

### **POINTS OF INTEREST**

Different types of screwdrivers.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

---



## **SCREWDRIVER**

**VARIATIONS:** Do with child in various positions: kneeling, standing, reaching.  
Use a Phillips screwdriver.

### **EXTENSIONS:**

**LANGUAGE:** Groove, thread, tighten, loosen, clockwise, counter-clockwise, turn, screwdriver.

**MATH:** How many turns does it take to complete?

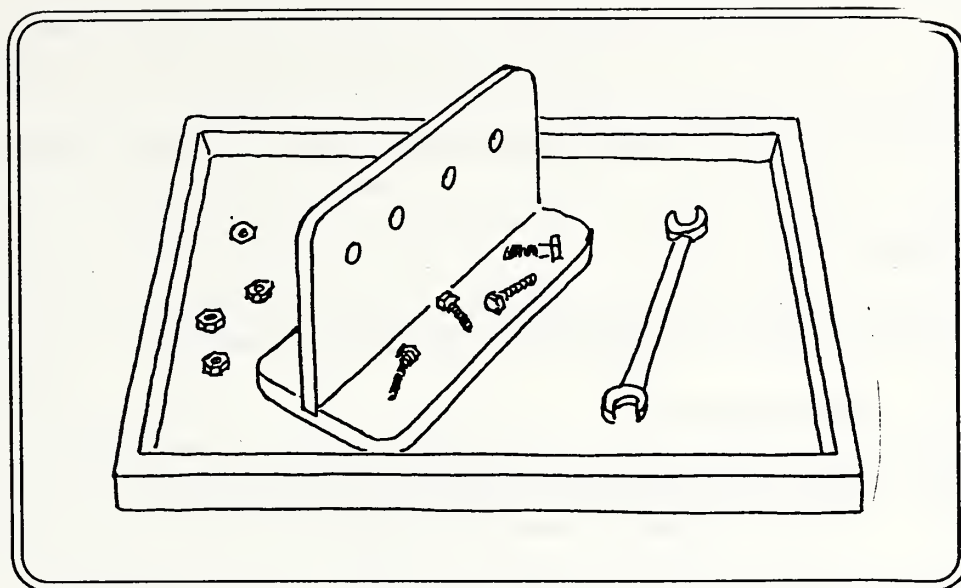
**SENSORIAL:** The sound and feel of the screwdriver.

**BOOKS:** My First Tool Books: My Screwdriver by Lyn Sandow, ©1988, Warner Juvenile Books Edition.

**PROBLEM SOLVING:**

- Can the child identify some possible uses of screwdrivers?
- Go on a "screw hunt" in the classroom. Look for places screws have been used.

## WRENCH



### **MATERIALS**

APH Work Tray; a nut and bolt board; nuts and bolts; and open-end wrench.

### **EARLIER WORK**

Screwdriver.  
Twisting.

### **PROCEDURE**

Locate a starting position. Place the wrench on the nut and twist. Remove and put wrench on nut again and twist; continue until tight. Then reverse actions and loosen.

### **POINTS OF INTEREST**

Feeling the nut tighten.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

## **WRENCH**

**VARIATIONS:** Nuts of different sizes; monkey wrench; pliers; wing nuts and the use of hands.

### **EXTENSIONS:**

**LANGUAGE:** Square, hexagon, thick, thin, tight, loose, wrench.

**MATH:** Counting twists.

**SCIENCE:** Discussion of what bolts and a wrench are used for .  
Find items around the room that use bolts.

**SENSORIAL:** Sort nuts by shape; sort bolts by length.

**BOOKS:** My First Tool Books: My Wrench by Lyn Sandow, ©1988, Warner Juvenile Books Edition.

**PROBLEM SOLVING:**

- "Is your hand stronger than a wrench?"
- "What are tools used for?"
- "What things could you make with various tools?"

## ART

The art activities that are presented in this manual are not group craft projects. As with all of the daily living activities it is the process and not the product with which the child is concerned.

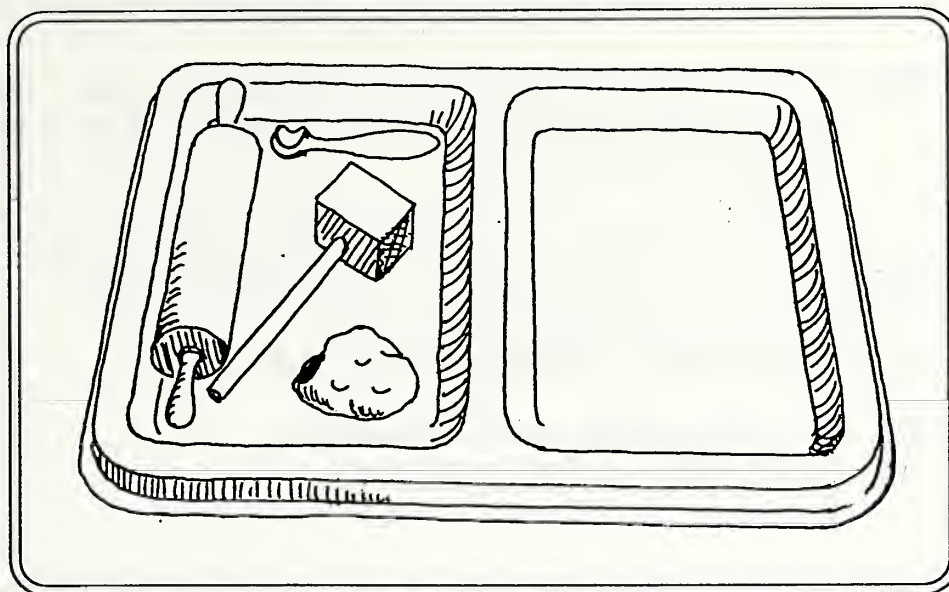
Playdough is a calming activity for any child and is presented with an open-ended approach. That is, after introducing the child to the tray, the container, the dough, and the tools, rather than suggest and constrict his creative processes, the adult can turn it over to him with, "Show me what you like to do with playdough." This work as a creative outlet needn't be monitored or interfered with. However, if the child is dropping, throwing, or misusing the clay then some redirection is appropriate; it is to be expected though that he will taste it. The salt content will discourage much of that! For specifically developing hand strength the adult can interact more aggressively, rolling balls and having the child squeeze them.

Pasting and coloring with crayons also are treated as a type of free form collage work. As long as the child can get and use the material in an appropriate way the result is not what's important. A pizza screen produces wonderful wax if paper is placed over it then when rubbed with a crayon. This is a good time to talk about colors with a visually impaired child.

The art shelf will have supply areas -- a bin of large paper (8 1/2" x 11") to use either with the pasting or crayon work. The child then is shown where to find the pasting tray or the basket of crayons as well as where to pick up the paper he needs. To protect the table provide a supply of vinyl placemats (a hot yard sale item!) that can be placed under the paper or the playdough.







**MATERIALS**

APH Two-Section Tray; playdough; assortment of tools.

**EARLIER WORK**

None.

**PROCEDURE**

The child should be taught to roll part of the playdough into a ball by taking her hands and rolling the playdough in between them. Once she gets the idea then she can work with it independently. This is a good activity for developing strength in the hands. It is also open-ended.

**POINTS OF INTEREST**

Feeling the texture of the playdough.

**VISUAL ADAPTATIONS**

Use day-glow playdough on a black mat.

## **PLAYDOUGH**

**VARIATIONS:** Utensils such as a meat tenderizer or rolling pin can be added. Scissors may be used for cutting thin rolls of playdough. Cookie cutters can be added. Clay modeling; making hand prints.

### **EXTENSIONS:**

**LANGUAGE:** Roll, knead, pound, shape, squeeze, playdough.

**SENSORIAL:** Vary the texture; add sand or various scents.  
Put playdough over finger.

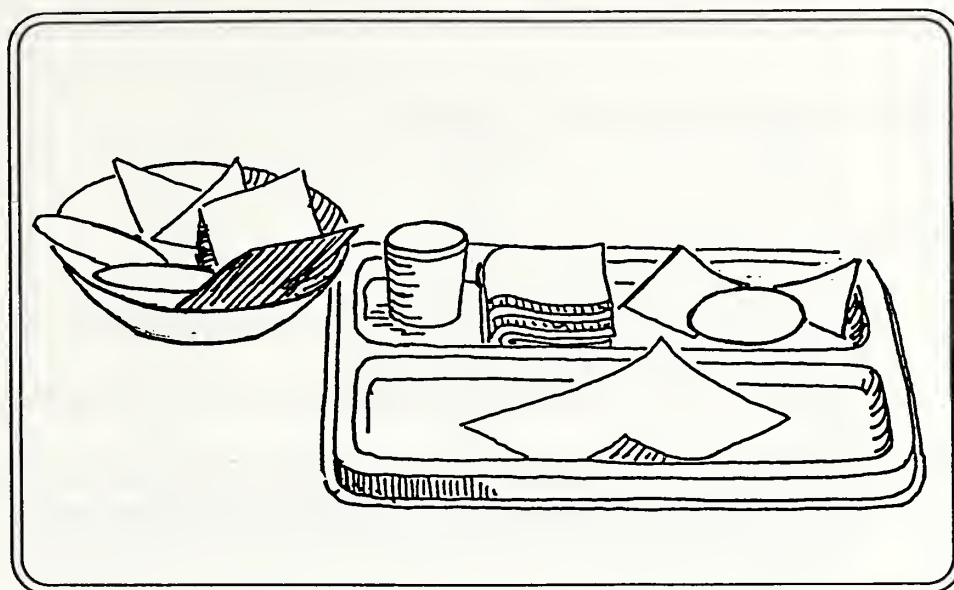
**PROBLEM SOLVING:** • Hide small objects such as a penny in a ball of playdough and have the child find the object.

#### **RECIPE FOR PLAYDOUGH**

1 cup of flour  
1 cup of water  
1/2 cup of salt  
1 tablespoon of oil  
1 teaspoon of tartar  
food color

Heat, stirring in saucepan until mixture pulls away from the sides. Knead and store in airtight container.

**MICROWAVE:** Heat mixture for 2 1/2 minutes on high, stopping to stir 2 or 3 times. Knead and store.

**MATERIALS**

APH Multi-Section Tray; a paste jar; pre-cut sandpaper shapes; a dampened washrag.

**EARLIER WORK**

None.

**PROCEDURE**

Show the child where the paper is kept. There is frequent confusion as to which side of the sandpaper shape the paste is to be applied; the smooth side of the sandpaper is the obvious side. The child needs to be shown how to stick the shape onto the paper, and to smooth it down with his palm. The sandpaper shapes also give the child tactile feedback.

**POINTS OF INTEREST**

The smell of the paste.

**VISUAL ADAPTATIONS**

Black sandpaper cut-outs on white.



## **PASTING**

**VARIATIONS:** Pasting beans, macaroni, fabric, etc.

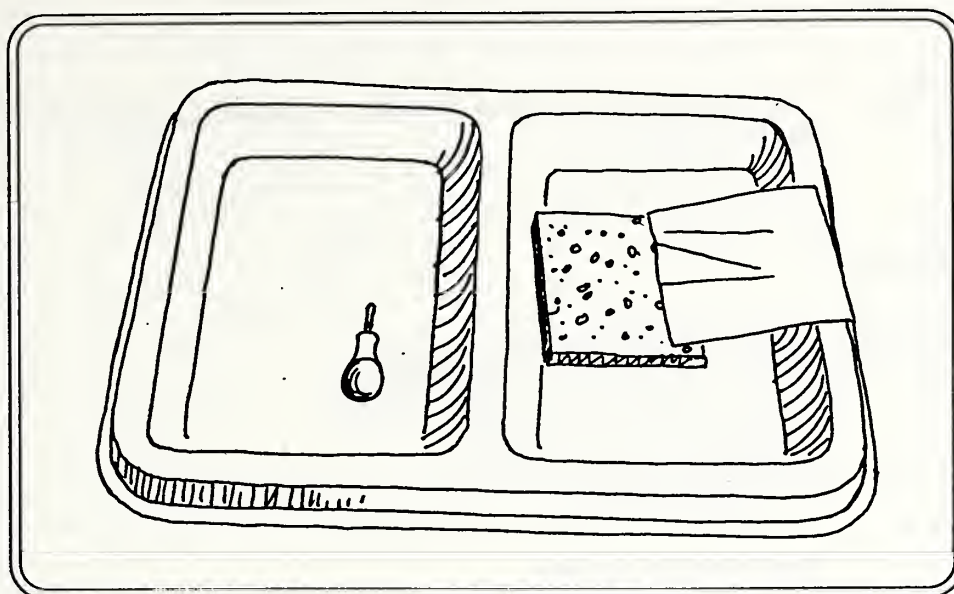
### **EXTENSIONS:**

**MATH:** Making larger shapes out of smaller ones, such as a rectangle out of two squares.

**ART:** Making a design of squares, triangles, circles or a combination of shapes.

**BOOKS:** Circles, Triangles, and Squares by Tana Hoban, ©1974, MacMillan.  
Color Zoo by Lois Ehlert, ©1989, New York: J. B. Lippincott.  
Shapes and Things by Tana Hoban, ©1970, NY: MacMillan.

**PROBLEM SOLVING:** • "What's the difference between paste and glue?" (Feel the differences.)  
• "How can you use paste and glue to help you do an activity or a job?"

**MATERIALS**

APH Two-Section Tray; a square pad or piece of carpet or cork; a piece of paper; and a braille stylus.

**EARLIER WORK**

Use of utensils.

**PROCEDURE**

Hold stylus as a pencil and make holes in the paper. (Adult supervision is recommended.)

**POINTS OF INTEREST**

Punching (makes a nice noise as it goes through the paper); feeling the holes.

**VISUAL ADAPTATIONS**

This is a necessary prerequisite for writing braille. The punching at first should be similar to the scribble stage in drawing. The child should have lots of practice and get pleasure out of using the stylus. Outline shape with glue and have child punch around the shape.

## **PUNCHING**

**VARIATIONS:** Punching can become more controlled by punching around the edge of a metal inset or template.

### **EXTENSIONS:**

**LANGUAGE:** Punch, hole, paper, stylus.  
Various meanings of the word "punch":  
    Can *punch* holes in paper.  
    Can *punch* a boxing bag.  
    Can drink *punch*.

**MATH:** Punch braille numbers.

**SCIENCE:** Punch out animal shapes and make a book.

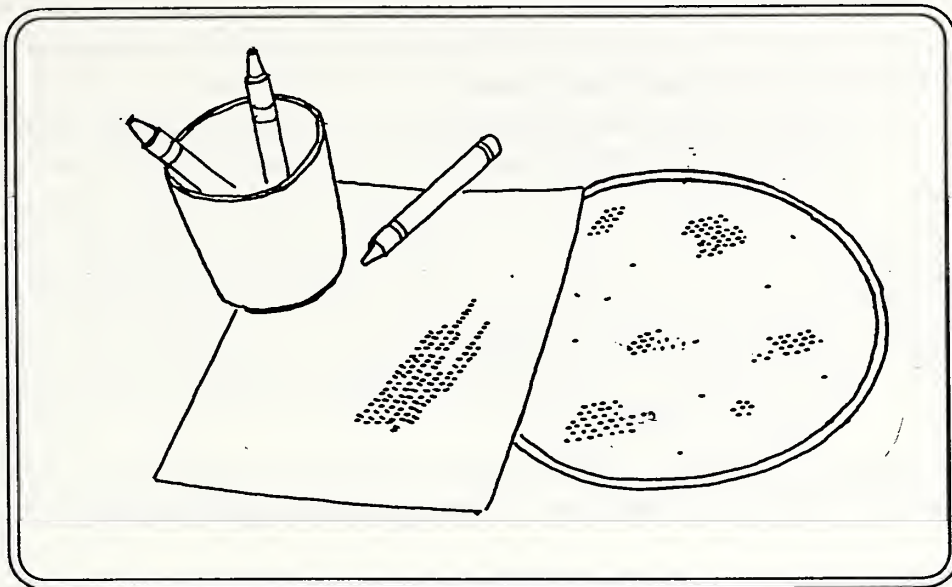
**GEOGRAPHY:** Trace and punch out continents and countries.

**SENSORIAL:** Make a book of punched-out shapes.

**ART:** Punch a design following a pattern, or following heavy contrasting lines or in between lines.

**PROBLEM SOLVING:** • Can the child punch holes in a row?

## CRAYONS AND PIZZA SCREEN



---

### **MATERIALS**

Paper; crayons; and a pizza screen or splash screen.

---

### **EARLIER WORK**

Work with utensils.

---

### **PROCEDURE**

Assist the child in laying the paper on the screen and holding the paper with the left hand. With the right hand the child will rub the crayon across the paper. This will make a tactile impression.

---

### **POINTS OF INTEREST**

The sound of the work and the feeling of the impression.

---

### **VISUAL ADAPTATIONS**

Use day-glow or fluorescent colored crayons.

---



## **CRAYONS AND PIZZA SCREEN**

**VARIATIONS:** Rubbing of sandpaper shapes.  
Window screen with taped edges.  
Coins laying on flat surface.

### **EXTENSIONS:**

**LANGUAGE:** Color names, rough, smooth.

**SCIENCE:** Rubbings of tree bark.

**GEOGRAPHY:** Rubbings of sandpaper shapes of continents and countries.

**SENSORIAL:** Comparing the feel of different rubbings.

**ART:** T-shirts: Make a design on sandpaper with crayons. Coloring must be very heavy. Turn over on to a T-Shirt or cloth then iron.  
Melting crayons and reshaping.

**PROBLEM SOLVING:**

- "What happens to the crayons when the iron touches it?"
- Discussion of color--"What things are red? Blue?"
- "Name ways that screen wire is used in the school and in your home."

## *GRACE AND COURTESY*

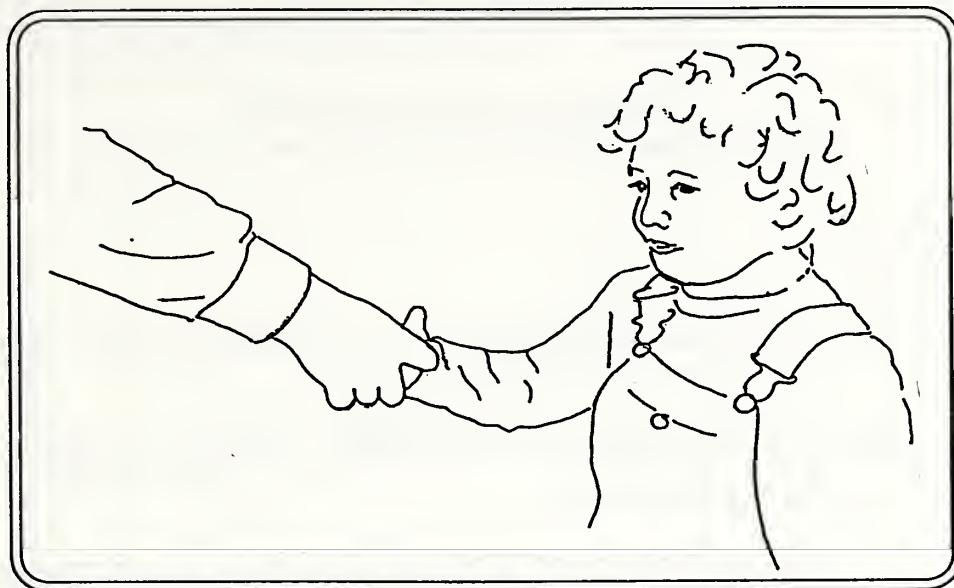
This is a vital area for all children, but especially for the blind child. Much of these skills are picked up by observation, therefore, it is necessary to make a point of teaching these to a blind child through adult modeling or role playing. There are normal mannerisms such as rocking that blind children have, probably for the kinesthetic feel. Blind children need to be specifically taught that in social situations these mannerisms are not appropriate. Skills to be taught include initiating conversations, not interrupting others, staying on a topic, clearly presenting an idea or thought, and maintaining interest through facial expressions, body gestures, and hand signals (Hatlen and Curry, 1987, p. 10). Looking at the speaker is also a learned habit. The child can be asked to look at the speaker and to gently turn his head towards the person. Carrying on a conversation can be modeled and should be done frequently. The child may also need to be reminded to respond.

Courteous behavior can also be demonstrated by covering one's mouth when coughing or sneezing, as well as by discarding used tissues.

It is important to remember that courteous behavior needs to be constantly reinforced. It is good to return items to their spot, and when completing the clean-up after a job to say, "Now it will be ready for the next person." This helps to give the students a sense of social responsibility and reminds the blind child of the presence of others, even though they are not nearby. Many times the child will repeat these words spontaneously. The importance of sharing, taking turns, and taking care of what one borrows from others should also be stressed.



## GREETINGS AND INTRODUCTIONS



---

### **MATERIALS**

Two or more individuals.

---

### **EARLIER WORK**

None.

---

### **PROCEDURE**

Show the child how to extend her hand saying "Hello." Shake her hand. Model introductions by saying, "Betty, this is Bob." "Bob, this is Betty." Have the child shake Bob's hand. Ask the child to practice introducing you to Bob.

---

### **POINTS OF INTEREST**

Role playing.

---

### **VISUAL ADAPTATIONS**

Teach blind children to extend their hand when introduced, without prompting.  
Have the child turn her head in the direction of the speaker.  
Use physical prompting.

---



## **GREETINGS AND INTRODUCTIONS**

**VARIATIONS:** Knock on a door, enter, and introduce oneself.  
Practice casual versus formal introductions.

### **EXTENSIONS:**

**LANGUAGE:** Introduction, greeting, polite, hello, goodbye, how are you, I am fine.  
Greetings in different languages.

**SENSORIAL:** Have each child in the circle say "hello" and let other children with eyes closed guess who it is.

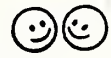
**MUSIC:** "Show Me Your Smile" in Pockets by Joe Wise, ©1978, Chicago, IL:  
Fontaine House by G. T. A. Publications, Inc.

**BOOKS:** The Berenstain Bears Forget Their Manners by Stan Berenstain and Jan Berenstain, ©1985, New York: Random House.  
Manners by Sandra Ziegler, ©1989, The Child's World, Inc.

**PROBLEM SOLVING:**

- Can the child name other children in the classroom? Practice introductions with other children.
- "Is it always necessary to shake someone's hand?"

## SHARING AND BORROWING



### **MATERIALS**

Any object (e.g., glue, paper, etc.) that can be shared between classmates.

### **EARLIER WORK**

None.

### **PROCEDURE**

Role play with the child: ask the child if he would lend you his glue. Prompt the child to respond politely with a "Yes" or "In just a minute." Then reverse roles and have the child borrow your glue and say: "Thank you" and "I will return them soon."

### **POINTS OF INTEREST**

Being polite.  
Taking care of others' possessions.

### **VISUAL ADAPTATIONS**

Use verbal or physical prompts as needed.

## **SHARING AND BORROWING**

**VARIATIONS:** Have the child share materials with classmates during an art activity.  
Give the child a candy bar and ask him to share half with his friend.

### **EXTENSIONS:**

**LANGUAGE:** Please, thank you, share, borrow, lend, return.

**PROBLEM SOLVING:**

- "What do you do if you break what you borrow?"--replace it with a new one, if possible.
- "Should you lend something you borrow to someone else without the owner's permission?"

## ASKING FOR HELP



<b>MATERIALS</b>	Two or more individuals.
<b>EARLIER WORK</b>	None.
<b>PROCEDURE</b>	Role play with the child. Ask him to pretend he needs help. Tell him to say, "Will you help me, please?"
<b>POINTS OF INTEREST</b>	Taking turns.
<b>VISUAL ADAPTATIONS</b>	Verbal and physical prompting.



## **ASKING FOR HELP**

**VARIATIONS:** Ask for permission.  
Excuse oneself.

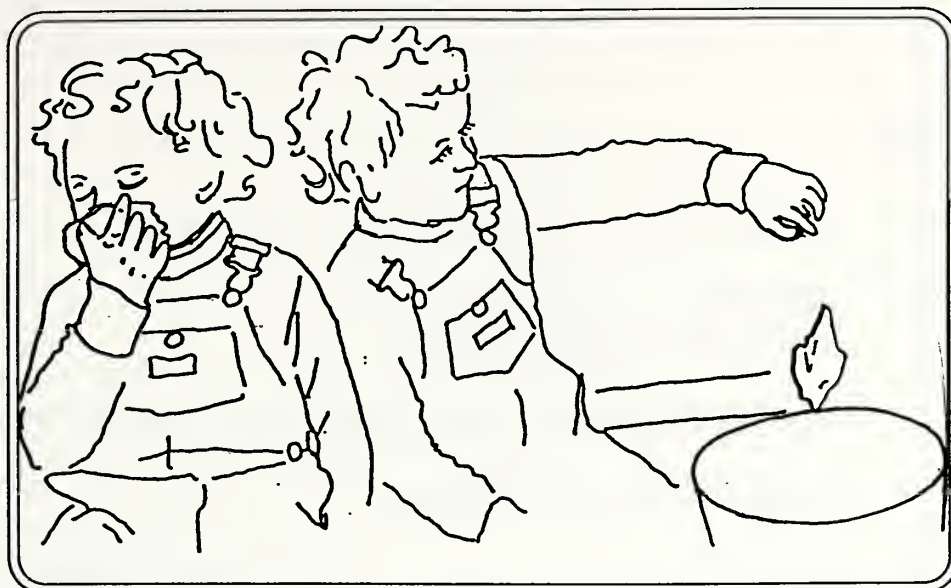
### **EXTENSIONS:**

**LANGUAGE:** Help, please, thank you.

**MUSIC:** "Show Me Your Smile" in Pockets by Joe Wise, ©1987, Fontaine House.

**PROBLEM SOLVING:** "How can you help your mother, father, sister, brother, friends?"  
"Who are some helping people and what do they do (e.g., nurses, policemen, firemen, doctors, salespersons, teachers)?"  
"How can you know when help is available?"

## BLOWING THE NOSE



### **MATERIALS**

Box of tissues and trash can.

### **EARLIER WORK**

None

### **PROCEDURE**

This is a fun group activity. Children can take turns, gently tugging a tissue from the box and blowing their noses, placing the tissue in the trash can. Be sure children blow with both nostrils open.

### **POINTS OF INTEREST**

Pulling the tissue out of the box.  
Listening to themselves and others blow their nose.

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.

## **BLOWING THE NOSE**

### **EXTENSIONS:**

**LANGUAGE:** Germs, colds, tissue, hankerchief, sneeze, runny nose.

**SENSORIAL:** Talk with nose pinched shut.  
Taste food with nose pinched shut.

**BOOKS:** What Your Nose Knows by Jane Belk Moncure, ©1982, Children's Press.

**DRAMA:** Pretend taking care of a sick child.

**PROBLEM SOLVING:**

- "What causes colds?"
- "Where can we keep tissues so we have them ready (e.g., pockets, purses, tucked up in a shirt sleeve)?"

## COUGHING



---

### **MATERIALS**

None.

---

### **EARLIER WORK**

None.

---

### **PROCEDURE**

This is a good group presentation. Discuss germs and the idea that we shouldn't spread germs. Have the children practice covering their mouths or pretend they are busy and turn their heads and cough to the side.

---

### **POINTS OF INTEREST**

Practicing to cough.  
Listening to oneself and others cough.

---

### **VISUAL ADAPTATIONS**

Hand-over-hand demonstration.  
Verbal prompt.

---



## **COUGHING**

### **EXTENSIONS:**

*LANGUAGE:* Cough, colds, germs.

**PROBLEM SOLVING:** • "How are colds spread from one person to another?"

***APPENDIX A: GLOSSARY TO "SKILLS AT A GLANCE"***



## ***GLOSSARY TO "SKILLS AT A GLANCE"***

Defined below are the terms listed in "Skills at a Glance" on page 13.

**Auditory:** That which stimulates one's sense of hearing.

**Bilateral Coordination:** The ability to use both hands in unison when performing a fine motor task such as stringing.

**Body Awareness:** The capacity to differentiate one's body from the surroundings, as well as to know one's physical abilities and limitations.

**Cause and Effect:** The ability to predict, anticipate, and recognize the consequences of one's actions upon the environment.

**Cognitive Development:** The formation of concepts, intellectual operations, and mental activities such as perception, memory, and judgement.

**Conservation:** The ability to retain correct judgement of a given property regardless of perceptual changes in length, width, or volume.

**Coordination:** The ability to use one's large muscles in a harmonious, graceful manner when performing gross motor tasks.

**Creativity:** Self-expression exhibited during art activities or in one's personal approach to an activity.

**Crossing the Midline:** The act of crossing the imaginary line that divides the body into two equal, left and right halves.

**Decision Making:** The ability to use one's judgement in problem-solving situations which lack readily apparent solutions.

**Descriptive Language:** The ability to express oneself verbally, using speech as the primary means of conversation and expression of one's thoughts, ideas, and feelings.

**Discrimination:** The ability to discern the differences between two or more objects, primarily in respect to their composition (e.g., shape, size, color, weight, etc.).

**Elbow Extension/Flexion:** The motion of straightening and bending one's arm to allow for pushing and pulling actions.

**Fine Motor:** The development of sufficient manual coordination, dexterity, and strength in the small muscles necessary for manipulative tasks.

**Generalization:** The ability to extend one's knowledge of what is true and functional in one situation to similar contexts.

**Grasp/Release:** The ability to pick up and put down an object using a variety of grasping movements (e.g., palmar grasp, pincer grasp, or three-prong grasp).

**Gross Motor:** The development of sufficient large muscle tone and coordination for such skills as sitting, standing, and walking.

**Gustatory:** That which stimulates one's sense of taste.

**Head Control:** The ability to maintain the head in a central, midline, and upright position during gross motor activities.

**Finger/Hand Strengthening:** The increase of one's gripping ability aided by repetitive fine motor activities.

**Independence:** The autonomy and self-sufficiency one demonstrates.

**Kinesthetic:** The sensation of position, movement, tension, etc. of the body parts perceived in the muscles, tendons, and joints; proprioceptive feedback.

**Language:** The development of both speech and auditory comprehension for the purpose of adequate communication.



**Left-To-Right Progression:** The systematic approach to initiating a given activity on the left and concluding on the right.

**Math:** The ability to count, calculate, sequence, match, group, etc. in an abstract manner.

**Object Permanence:** The realization that an object does not cease to exist even when concealed from sight, ear, or touch.

**Olfactory:** That which stimulates one's sense of smell.

**Positioning:** The proper body alignment in relation to the task at hand.

**Receptive Language:** The ability to attend, process, and comprehend verbal instructions.

**Self Care:** The ability to attend independently and in an autonomous, self-efficient manner to one's basic needs (e.g., dressing, eating, and grooming).

**Self-Esteem:** The self-confidence resulting from the successful completion of a given activity that one personally values.

**Sensory/Perception:** The stimulation of all senses (i.e., touch, sight, hearing, movement, etc.) in an effort to gain further information about one's environment.

**Social/Personal Development:** The development of social skills and socially appropriate behavior, as well as autonomy and a healthy and accurate self-concept.

**Socialization:** The formation of interpersonal skills and socially appropriate behavior, such as turn-taking and sharing.

**Spatial Orientation:** To know where one's body is positioned in relation to the physical surroundings.

**Tactile:** That which stimulates one's sense of touch.

**Visual:** That which stimulates one's sense of sight.

**Wrist Rotation:** The act of twisting and turning the wrist during the performance of fine motor tasks.

***APPENDIX B: LETTER TO PARENT***



## DEAR PARENT:

Many household items and housekeeping chores lend themselves to your child's practice and perfection of fine motor development and concentration. The following is a list of home activities which will help to reinforce the skills your child is working on in the pre-school classroom. Those checked would be most appropriate for you to work on with your child at this time.

- |  |   |
|--|---|
| <input type="checkbox"/> Silverware sorting into a silverware tray.  | <input type="checkbox"/> Punching paper with a braille stylus.                                |
| <input type="checkbox"/> Table setting with placemat and all parts of a place setting.                     | <input type="checkbox"/> Using locks and keys.  |
| <input type="checkbox"/> Scrubbing the driveway, car tires, tables and floors.                             | <input type="checkbox"/> Flashlight assembly or ball point pen assembly.                      |
| <input type="checkbox"/> Bathtub play: pouring, squeezing.   | <input type="checkbox"/> Nuts and bolts.  |
| <input type="checkbox"/> Baster and eyedropper use.  | <input type="checkbox"/> Dressing.  |
| <input type="checkbox"/> Dry pouring: rice or beans from tumbler to tumbler or using a pitcher.            | <input type="checkbox"/> Food preparation.  |
| <input type="checkbox"/> Scooping.   | <input type="checkbox"/> Push pins into styrofoam making creative design.                     |
| <input type="checkbox"/> Clothes folding after taking out of dryer; then placing in appropriate drawers.   | <input type="checkbox"/> Balancing marbles on top of golf tees.                               |
| <input type="checkbox"/> Plant watering.   | <input type="checkbox"/> Making noise shaker by putting marbles into jars, plastic tubs, etc. |
| <input type="checkbox"/> Tweezing.   | <input type="checkbox"/> Placing colored toothpicks into inverted colander.                   |
| <input type="checkbox"/> Clipping with clothespins.  | <input type="checkbox"/> Using tongs to place small pieces of sponge in ice cube tray.        |
| <input type="checkbox"/> Opening and closing jars and drawers.   | <input type="checkbox"/> Putting pennies into slits in a coffee can lid.                      |
| <input type="checkbox"/> Sorting toys by size or roughness and smoothness.                                 | <input type="checkbox"/> Placing marbles into an egg carton.                                  |
| <input type="checkbox"/> Learning to work the stereo, radio, or tape player.                               | <input type="checkbox"/> Using a magnet to attract a variety of objects.                      |
| <input type="checkbox"/> Combing hair.   | <input type="checkbox"/> Nesting hair curlers and sequencing by size (use 4, 5, or more).     |
| <input type="checkbox"/> Brushing teeth.   |   |
| <input type="checkbox"/> Handwashing--learning to use the faucet (provide a stool and towel within reach). |   |
| <input type="checkbox"/> Dishwashing.  |   |
| <input type="checkbox"/> Hammering tees into bowl of clay or nails into a stump.                           |   |





***APPENDIX C: RECORD KEEPING CHART***



## RECORD KEEPING CHART

The chart below will serve as an *optional* record keeping aid for the teacher desiring to document each child's progress through all 56 preschool activities. Use the sides of a triangle to visually represent the current stage at which each child has been 1) presented the activity ( / ); 2) received additional practice ( \ ); and 3) mastered the skill ( △ ). For more precise representation of the actual number of practice sessions needed prior to the child's mastery, place a slash mark on one side of the incomplete triangle like so: ( /X ). Thus, mastery of the skill by the child after two practice sessions would be illustrated as ( △X ). Permission is given to reproduce this page of the manual as needed.

<i>Child's Name</i>				<i>Child's Name</i>			
<b>Activity</b>				<b>Activity</b>			
Carrying Work To and From a Shelf				Bagging and Boxing			
Moving a Chair, Sitting and Rising				Combing Hair			
Dry Exploratory				Hand Washing			
Use of Hands				Brushing Teeth			
Use of Scoops				Hanging Up Garments			
Use of Spoons				Dressing			
Use of Ladles				Using the Hand for Sweeping			
Dry Pouring				Dusting			
Wet Exploratory				Polishing			
Use of Sponges				Scrubbing			
Use of Basters				Dish Washing			
Use of Eyedroppers				Table Setting			
Wet Pouring				Preparing . . . Snack			
Bracelets				Preparing and Serving			
Beads on a Pole				Preparing . . . Meal			
Bead Stringing				Sanding			
Socks				Hammering			
Large Clothespins				Screwdriver			
Paper Clips				Wrench			
Use of Whisks				Playdough			
Jars and Lids				Pasting			
Large Nuts and Bolts				Punching			
Nutcracking				Crayons and Pizza Screen			
Locks and Keys				Greetings/Introductions			
Flashlight Assembly				Sharing and Borrowing			
Crushing				Asking for Help			
Sorting by Shape				Blowing the Nose			
Sorting by Size				Coughing			





***APPENDIX D: HARD-TO-FIND ITEMS***



## ***HARD-TO-FIND ITEMS***

The purpose of the following list is to assist you in locating "hard-to-find" items that are suggested for use throughout the various activities in this manual.

### Smooth stones/rocks

- garden catalog
- nursery
- gravel driveways
- pet stores
- import stores

### Tennis balls

- donations from tennis centers

### Plastic water-filled ice cubes

- discount stores

### Bracelets

- goodwill stores
- garage sales
- toy stores
- "party favor" section of a discount store

### Rope and beads

- lumber/hardware store
- APH Giant Textured Beads (Catalog # 1-03780)

### Jars with screw-on lids

- used jars at home

### Nuts and bolts

- APH Wooden Constructo: Junior Set (Catalog # 1-03690)

### Mortar and pestle

- gourmet kitchen shops
- Montessori catalog (707) 579-3003

### False teeth

- novelty store
- dentist
- Oriental Trading Company (1-800-537-3851)

### Dressing frames

- Special Education, Inc. (1-800-431-2924)
- Playtime Equipment and School Supply, Inc. (402) 349-1546

### Braille stylus

- APH (Catalog # 1-00220)

### Pizza screen

- household department

### Twist-type nutcracker

- gourmet kitchen shops
- Montessori catalog (707) 589-3003





***APPENDIX E: FURTHER READING***



## FURTHER READING

- Anisa, T. (1979). Visually handicapped preschoolers. *Pointer*, 23(3), 18-20.
- Brennan, M. (1982). *Show me how: A manual for parents of preschool visually impaired and blind children*. New York: American Foundation for the Blind.
- Cryer, D., Harms, T., & Bourland, B. (1988). *Active learning for threes*. Menlo Park: Addison-Wesley Publishing Company.
- DeFranco, E. B. (1975). *Learning activities for preschool children: A home teaching handbook for parents and teachers*. Salt Lake City, UT: Olympus Publishing Company.
- Ferrell, K. A. (1985). *Reach out and teach: Meeting the needs of parents of visually and multiply handicapped young children: Parent handbook*. New York, NY: American Foundation for the Blind.
- Gilbert, L. B. (1984). *I can do it! I can do it! 135 Successful independent learning activities*. Mt. Rainier, MD: Gryphon House, Inc.
- Goodrich, J. A. & Kinney, P. G. (1985). *ADAPTIPS: Adapting curricula for students who are deaf-blind and who function in the sensorimotor developmental stage*. Lexington: University of Kentucky.
- Harrell, L. & Akeson, N. (1987). *Preschool vision stimulation: It's more than a flashlight! Developmental perspectives for visually and multihandicapped infants and preschoolers*. New York: American Foundation for the Blind.
- Jastrzemska, Z. (1984). Resources for parents and professionals working with visually handicapped preschoolers. *Education of the Visually Handicapped*, 16(3), 115-134.
- Kastein, S., Spaulding, I., & Scharf, B. (1980). *Raising the young blind child: A guide for parents and educators*. New York, NY: Human Sciences Press.
- Mulholland, M. E. & Wurster, M. V. (Eds.). (1983). *Help me become everything I can be*. New York: American Foundation for the Blind.
- National Association of Parents of the Visually Impaired. (1989). *Preschool learning activities for the visually impaired child*. Beloit, WI: Author.
- Recchia, S. L. (1988). *Learning to play: Common concerns for the visually impaired preschool child*. Los Angeles, CA: Blind Children's Center.
- Sander, M. V. (1979). *Modern miracles*. San Diego, CA: M. S. Paquin Co. (ERIC Document Reproduction No. ED 189 736).



- Schuch, J. (1980). *Get ready, get set, go: A guide for parents of visually impaired children*. East Lansing, MI: International Institute for Visually Impaired.
- Steele, A. L. & Crawford, C. (1982). Music therapy for the visually impaired. *Education of the Visually Handicapped*, 14(2), 56-62.
- Swallow, R., & Huebner, K. M. (Eds.) (1987). *How to thrive, not just survive: A guide to developing independent life skills for blind and visually impaired children and youth*. New York, NY: American Foundation for the Blind.
- Tait, P. E. & Wolfgang, C. (1984). Mainstreaming a blind child--Problems perceived in a pre-school day care program. *Early Child Development and Care*, 13(2), 155-167.
- Workman, S. H. (1986). Teachers' verbalizations and the social interaction of blind preschoolers. *Journal of Visual Impairment & Blindness*, 80(1), 532-534.

***APPENDIX F: MONTESSORI RESOURCES***



## MONTESSORI RESOURCES

- Baker, B. L., Brightman, A. J., Heifetz, L. J., & Murphy, D. M. (1976). *Steps to independence: A skills training series for children with special needs*. Champaign, IL: Research Press.
- Bell, M.B. (1979). Implications of the Montessori method for handicapped children. *The Constructive Triangle*, 6(4), 11-13.
- Calvert, P. (1986, November). *Responses to guidelines for developmentally appropriate practice for young children and Montessori*. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Washington, DC. (ERIC Document Reproduction Service No. ED 280 558).
- Erby, D. J. (1979). Implementing a Montessori environment in the home: Part II. *The Constructive Triangle*, 6(2), 29-46.
- Hahn, T. (1977). *A Montessori plea for the special child*. The N.A.M.T.A. Quarterly, 3(3), 25-30.
- Hainstock, E. G. (1968). *Teaching Montessori in the home: The pre-school years*. New York, NY: New American Library.
- Karnes, M. B. (1979). Components of an exemplary program for young handicapped children. *The American Montessori Society Bulletin*, 17(2), 1-20.
- Kottler, S. B. (1977, April). *The Montessori approach to the education of the exceptional child: Early childhood through high school*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA. (ERIC Document Reproduction Service No. ED 139 220)
- Kottler, S. B. (1979). Mainstreaming and Montessori: An interview with Phyllis Wallbank. *The Constructive Triangle*, 6(2), 21-23.
- Mallory, T. (1974). *Montessori and your child: A primer for parents*. New York, NY: Schocken Books, Inc.
- Taylor-Hershel, D. (1979). Use of the Montessori model in a preschool for visually impaired children. *The Constructive Triangle*, 6(2), 175-179.
- Taylor-Hershel, D., & Webster, R. (1983). Mainstreaming: A case in point. *Childhood Education*, 59(3), 175-179.
- Tittle, B. (1977). The truth about Montessori. *Day Care and Early Education*, 4(14), 12-13, 42.



Additional Montessori publications can be obtained from the American Montessori Society, 150 Fifth Avenue, New York, NY 10011, (202) 924-3209.



